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ABSTRACT

This monograph is intended to assist educators faced with the task of selecting and developing sound writing assessment procedures. Provided are: (1) practical background information on direct writing assessment procedures, alternative approaches, time requirements, advantages and disadvantages of each assessment approach, and (2) identification of individuals and organizations capable of assisting in the development of writing assessments. Regarding the latter, names, addresses, telephone numbers, technical assistance capabilities, writing assessment experience, and related professional background are listed. (Author/GK)

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A DIRECTORY of Writing Assessment Consultants

Clearinghouse for Applied Performance Testing
Northwest Regional Educational Laboratory
300 S.W. Sixth Avenue
Portland, Oregon 97204

TM 810 867

A DIRECTORY OF

WRITING ASSESSMENT CONSULTANTS

Compiled by

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Northwest Regional Educational Laboratory
300 S.W. Sixth Avenue
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June 1981

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Nancy J. Bridgeford

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DEVELOPING A DIRECT ASSESSMENT OF WRITING

Many educators at state, intermediate and local levels are faced with the task of selecting and developing sound writing assessment procedures. This monograph is intended to assist them by (1) providing succinct, practical background information on direct writing assessment procedures, including alternative approaches, approximate time requirements, and advantages and disadvantages of each assessment approach, and (2) identifying individuals and organizations capable of assisting in the development of writing assessments.

This introductory section briefly summarizes the salient characteristics of direct assessment measures, including the traits assessed, scoring methods available and step-by-step procedures necessary to develop a direct assessment. Direct writing measures require a student to actually write: to organize ideas, compose and edit. By writing, rather than selecting an appropriate response to a multiple-choice question, the student is demonstrating proficiency in writing, rather than demonstrating knowledge about writing language. Unlike indirect measures, which call for students to recognize the basic conventions of standard English usage, direct measures simulate real world writing. When properly conducted, direct assessment yields very high quality information about students' skills. But that increased quality means potentially higher costs, and a greater commitment of time and energy by those conducting the assessment. Let's see why.

Effective, large-scale direct assessment calls for substantial time and effort to (1) develop the writing exercises, (2) establish prespecified criteria for evaluating the writing samples, (3) train evaluators, and (4) score responses by conducting at least two independent readings of each.* Despite the more involved development process, direct measures of writing have been successfully adopted by national, state and district testing programs. In each instance, staff first determined how general or narrowly focused and diagnostic their writing assessment ought to be, then adopted an appropriate assessment procedure. Given the variety of assessment approaches available with direct measures, any number of components of writing can be effectively assessed, including usage, organization, style, word choice, persuasiveness, clarity, mechanics and editing. Evaluating writing samples holistically, for instance, yields an overall score that reflects most of the qualitites noted above--and probably some others as well. Analytical scoring, on the other hand, focuses on individual writing traits (e.g., style, organization, word choice), one by one, each trait receiving a separate score. These and other scoring options will be more clearly detailed in a later section of this monograph.

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*In classroom settings, direct assessment can be used on a much more informal basis, and developmental time considerably reduced.

Steps in Planning a Direct Assessment

Successful direct assessment depends on thorough planning. Four steps are critical: (1) designing the assessment, (2) developing exercises, (3) pretesting and revising exercises, and (4) training scorers.* Each step is fairly complex, and those contemplating initiating a direct assessment program are urged to seek technical assistance from an experienced professional. Let's examine the four steps individually.

Designing the Assessment. The first step in effective planning requires (1) clearly identifying the purpose for the assessment, (2) directly relating the writing exercises to the skills to be tested, and (3) specifying evaluative criteria for judging the writing skill.

The assessment purpose--whether it be diagnosing proficiency, rank ordering students for placement, or evaluating instruction--will determine the type of exercises and scoring methods selected. Exercises must relate directly to the specific skills one wishes to measure. For instance, an item that asks students to explain a process or give directions is probably a better measure of organizational skill than, say, a descriptive item (e.g., "My Favorite Person"). Unless the relationship between item and skill is clear and specific, it will usually be difficult to determine whether a student has attained the required level of proficiency. Finally, establishing standards of acceptable performance (i.e., criteria) for evaluation is essential for judging results. Individuals selected to evaluate samples must have highly explicit criteria to guide them if they are to score results with any degree of consistency. Of the three tasks involved in designing an assessment, specifying acceptable levels of performance for each writing component assessed is undoubtedly the most time consuming.

Developing Exercises. Exercises used in direct assessment should be clearly focused and sufficient in number to produce the needed information. Although no hard and fast rule exists, recent research offers some clues on how many writing samples are needed to yield reliable scores. Indications are that use of only one or two exercises may yield undependable scores, but the use of three writing samples yields sufficiently reliable results.** Desire for dependability must, of course, be weighed against the time and expense involved in scoring more than one response per student (keeping in mind that each response requires two readings).

In addition, developers must frame clear, concise writing tasks so that students understand fully what is required. Examinees must be given time to think, organize, write, reread and revise. Providing adequate time is a prerequisite for successful writing test administration.

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*A more indepth description of these stages is provided in Direct Measures of Writing Skill: Issues and Applications, Portland, OR: Northwest Regional Educational Laboratory, 1980.

**Increasing the number of exercises over three does not seem to appreciably increase reliability.

Exercises can either be developed by the staff planning the writing assessment or be selected and modified from other resources, such as the National Assessment of Educational Progress (NAEP), or state assessment programs. Writing quality items takes skill. Exercises that have been successfully used in the past provide excellent models--both for selection of items and creation of new items. In order to elicit the best possible response, writing items must be explicit. Each should clearly spell out the form of writing required (e.g., narrative, business letter), the audience to be addressed and the purpose for the writing.

Exercise Reviewing and Pretesting. All items, whether adapted or original, should be reviewed by qualified, independent personnel to assure appropriateness, clarity and freedom from bias. Review is particularly critical if assessment results are tied to selection decisions. In small scale classroom assessments, the review will most probably be done by a group of peers. In the case of large scale assessments, however, developers are urged to bring together an independent group of writing and measurement specialists to verify each of the following:

- Will responses to the items provide sufficient valid information for decision making?
- Do the directions clearly define the type of writing expected, the audience to be addressed and the form of writing to be used?
- Are the standards of acceptable performance clearly spelled out?
- Is there a sufficient number of exercises to ensure that results are dependable, given the context in which results are to be used?
- Is ample time provided for students to demonstrate proficiency?
- Are the writing exercises interesting and challenging as well as clear and concise?
- Are items free from bias with respect to respondents' age, sex and cultural background?
- Are items relevant to the skills developers wish to measure?
- If revision skills are part of the assessment, has ample time been allowed?

In addition to item review, pretesting is highly recommended. Problems that might potentially interfere with the assessment often become apparent only when items are actually administered to students. Pretesting allows time for such problems to be corrected prior to full-scale assessment.

The pretest should approximate final administration procedures in terms of the type of student tested, time limits and directions for completing the writing and scoring procedures. In examining results of the pretest, reviewers should look carefully at (1) the level of writing proficiency demonstrated and possible fluctuations in proficiency across exercises, (2) the quality, appropriateness, length and enthusiasm of responses, (3) the apparent clarity of instruction to students, (4) the

ease of scoring samples according to the developed standards, and (5) the consistency of ratings across independent evaluations. If exercises yield low quality or highly inconsistent results, exercises may need substantial modification. It is always better to recognize such problems while there is time for revision.

Training Scorers. Unlike objective tests of language usage, which usually are machine scored, writing samples must be hand scored. Thorough training of raters is, therefore, absolutely vital. Raters must first of all have clear and comprehensive criteria for judging proficiency. They also need experience in applying the criteria under simulated scoring conditions, and an opportunity to compare and discuss results so that any misunderstandings or ambiguities can be resolved.

The time required to train raters varies dramatically, depending on the scoring approach used, the number of writing components to be assessed and raters' background and experience. Holistic scoring normally requires the shortest training time, often no more than half a day, while analytical scoring can require as much as a full day of training per trait scored. Since thorough training is a prerequisite for achieving reliable and consistent scores, consulting with or employing an experienced trainer is highly recommended. As the index at the end of Chapter II indicates, technical expertise is available across the country.

Procedures for Scoring Writing Samples

A range of options is available for scoring writing samples. These options differ from one another in the kind of information each provides, in complexity, and in the time and effort required for completion. The most common approaches currently in use include holistic, primary trait and analytical scoring. The following summaries briefly review the characteristics, advantages and disadvantages of these three methods. Readers desiring indepth information on any of the methods are urged to consult the references at the end of this monograph.

Holistic Scoring. Holistic scoring involves reading sample papers for an overall or "whole" impression. While individual components such as organization, word use, grammar and style undoubtedly affect a rater's response, none of these factors is rated separately. Because a single score is used, the system is quick and efficient. Raters require about half a day of training to gain familiarity with the system and consistency in scoring. Usually a four-point or an eight-point scoring scale is used. In holistic scoring, "range finders" provide the guidelines for assigning scores. Range finder papers are model papers that reflect the approximate skill of writers at each scoring level in that particular sample only. Consequently, a paper assigned a score of four will not necessarily be an outstanding paper, in its own right; it will, however, be one of the better papers from the group being currently scored.

During training, raters quickly acquire consistency in applying holistic scores. Despite this, all papers should be read by at least two raters to minimize scoring error. Disagreements are generally resolved through a third reading. Holistic scoring is rapid and efficient. Depending on the length of the sample, experienced raters can score 30 to 40 papers an hour.

Because proficiency criteria in holistic scoring are never precisely defined (range finders are used instead), this scoring method does not yield diagnostic information on a student's writing strengths and

weaknesses. It does, however, provide a reliable and consistent method of rank ordering students and comparing overall proficiency levels on a given writing sample.

Analytical Scoring. In analytical scoring, raters analyze a paper's merit on the basis of several (usually three to five) factors considered important to any piece of writing in any context. The specific factors to be assessed--organization, punctuation, usage, creativity, sense of audience--must be individually scored. Criteria for good, mediocre and weak papers in each of the categories to be assessed must be explicitly and completely detailed in a scoring guide to be used by all raters. Analytical scoring is more time consuming than holistic, in both training and actual scoring of papers. Since each trait must be scored separately, scoring time depends on the number of items assessed. Each item takes one to two minutes to rate. Therefore, allowing two readings to maintain reliability, a paper scored on three traits would require six to twelve minutes of scoring time.

Analytical scoring is often complicated by raters' tendency to allow an impression of one trait to influence the scoring of another trait (e.g., a paper with striking ideas may also be scored high in other areas--say organization--when in fact it merits a high score only on ideas). Despite these potential disadvantages, analytical scoring has one definite advantage: It provides a thorough trait-by-trait analysis of students' writing proficiency in respect to specific criteria.

Primary Trait Scoring. Primary trait scoring is similar to analytical in approach, except that generally only one trait is scored. Further, while analytical scoring focuses on traits important to any piece of writing in any context, primary trait scoring is situation-specific. In other words, primary trait scoring is based on the premise that any piece of writing is directed toward a particular audience for a particular purpose. The successful writer achieves the purpose he or she intends. For example, a good letter of application will get a job interview, while a set of instructions for assembling a bicycle will be clear and easy to follow. Whatever trait is most important (i.e., primary) in a given situation, is the trait that will be scored. In a campaign speech that trait might be rhetorical style; in a department store's written response to a customer complaint, the primary trait might be courtesy or persuasiveness.

In primary trait scoring, criterion levels must be established for a scoring guide, and raters should be familiar with that guide before scoring. Ideally, raters (at least a task force from within the larger group) should participate in defining traits and establishing criterion levels. This helps raters internalize the system and yields a scoring guide that is workable and defensible.

As with analytical scoring, defining proficiency levels is time consuming work. Experts urge allowing one day of trial and error, discussion and debate for each trait defined. But primary trait scoring's strength is that it does allow the reporting of student performance on various selected characteristics (e.g., persuasiveness, organization, coherence). As a consequence, the scoring system provides more precise information--albeit more limited information--than does holistic scoring.

RESOURCES FOR DEVELOPING A DIRECT WRITING ASSESSMENT

Since experience can be the best teacher, this section lists and briefly describes agencies and individuals experienced in planning and conducting writing assessments and training scorers. These people may be able to provide the technical assistance needed to carry out any particular program, or may be able to refer the interested educator to others who can be of assistance. The resource list is not intended to be inclusive or even representative; it simply offers a point of initial contact for those seeking assistance.

This list was assembled by contacting national writing project directors, writing consultants and measurement specialists in state departments of education, and other experts in the field of writing assessment. As the list of resource persons grew, each individual and agency was contacted directly to verify their interest in being referenced in this guide and to provide a description of their area(s) of expertise and experience.

The descriptions that follow were summarized from the surveys completed by each expert. Individuals were urged to note work that related primarily to the assessment of writing; therefore, the brief summaries included here do not attempt to cover their complete professional backgrounds. Moreover, since contributors differ in the range and focus of their experience, we urge users to individually verify the expertise and qualifications of consultants in order to assure that they meet the specific requirements of local program developers.

Directory of Organizational Resources

Name

American College Testing Program
College Outcome Measures Project (COMP)

Bay Area Writing Project
National Writing Project

CEMREL, Inc.

Educational Testing Service
Programs for the Assessment of Writing

High/Scope Educational Research Foundation

National Assessment of Education Progress (NAEP)

National Evaluation Systems (NES)

Northwest Regional Educational Laboratory (NWREL)
Assessment and Measurement Program

Name

Planning, Development and Evaluation Assoc., Inc.

SWRL Educational Research and Development
Center for the Study of Writing Instruction

Organizational Resources in Writing Assessment

AMERICAN COLLEGE TESTING PROGRAM
COLLEGE OUTCOME MEASURES PROJECT (COMP)

Address: American College Testing Program
P.O. Box 168
Iowa City, IA 52243

Telephone: 319-337-1120

Technical Assistance Capabilities:
Planning and conducting holistic and analytical assessments; developing and using objective tests; training teachers in classroom use; writing assessment research; psychometric evaluation; providing national norms on writing proficiency. Levels of experience: Postsecondary and adult

Writing Assessment Expertise:
The College Outcome Measures Project has been involved in developing and assessing writing samples and developing objective proxy measures of writing proficiency. COMP staff have worked with over 130 postsecondary institutions in assessing writing samples. For further information contact Joe M. Steele

BAY AREA WRITING PROJECT
NATIONAL WRITING PROJECT

Address: School of Education
University of California
Berkeley, California 94720

Telephone: 415-642-4544

Technical Assistance Capabilities:
Planning and conducting holistic assessments; training teachers in classroom use; using post-holistic feature analysis. Levels of experience: Elementary, secondary and postsecondary

Writing Assessment Expertise:
Since 1974 the Bay Area Writing Project has provided various programs to improve the writing preparation of all students, elementary through university. Project staff members offer inservice training on holistic writing assessment methods and also have designed, developed and piloted post-holistic feature analysis methods which are particularly appropriate for minimum competency and diagnostic testing. For further information contact Miles Myers or Catherine Lucas Keech.

CEMREL, INC.

Address: 3120 59th Street
St. Louis, MO 63139

Telephone: 314-781-2900

Technical Assistance Capabilities:
Planning and conducting primary trait assessments; training teachers in classroom research. Levels of experience: Elementary

Writing Assessment Expertise:
CEMREL staff have been involved in developing guidelines for the use of primary trait scoring by classroom teachers. Their first in a series of guidebooks on assessing expressive writing is titled Composing Childhood Experience: An Approach to Writing and Learning in the Elementary Grades. Staff members are available to recommend consultants in writing assessment in the Midwest. For further information contact Dennis Verity.

EDUCATIONAL TESTING SERVICE
PROGRAMS FOR THE ASSESSMENT OF WRITING

Address: Princeton, NJ 08541

Telephone: 609-734-5554

Technical Assistance Capabilities:
Planning and conducting holistic and analytical writing assessments; developing and using objective tests; training teachers in classroom use; writing assessment research; psychometric evaluations; dealing with the uses and constraints of writing assessment. Levels of experience: Elementary, secondary, postsecondary and adult

Writing Assessment Expertise:
Staff members provide consulting and instructional services to assist in developing standards for assessing writing, measuring writing skills and evaluating programs designed to improve those skills. Staff have been involved in training and conducting numerous state and district assessments in Nevada, New Hampshire, New Mexico and Massachusetts. Workshops and seminars available from ETS cover the uses of writing evaluation, holistic evaluation of writing and developing standards and criteria for describing performance. For further information contact J. Evans Alloway or Susan Kaufman.

HIGH/SCOPE EDUCATIONAL RESEARCH FOUNDATION

Address: 600 North River Street
Ypsilanti, MI 48197

Telephone: 313-485-2000

Technical Assistance Capabilities:
Planning and conducting holistic, analytical and primary/multiple trait assessments; training teachers in classroom use; writing assessment research; developing formative evaluation systems. Levels of experience: Elementary

Writing Assessment Experience:
High/Scope staff has been involved in developing and evaluating numerous methods for assessing the development of writing skills in early and upper elementary grades. They also have conducted technical and methodological research on instruments and have conducted writing assessments including training readers and analyzing data. For further information contact James Bond and Robert Mat:.

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)

Address: Education Commission of the States
Suite 300
1860 Lincoln Street
Denver, CO 80295

Telephone: 303-830-3701

Technical Assistance Capabilities:
Planning and conducting primary trait assessments; training teachers in classroom use; writing assessment research; psychometric evaluation. Levels of experience: Secondary

Writing Assessment Expertise:
The National Assessment staff has since 1969 been involved in gathering information about levels of writing achievement across the country. Staff has considerable expertise in developing and implementing primary trait scoring methods. Numerous papers describing writing assessment procedures as well as sample NAEP writing exercises are available from NAEP. For further information contact Rexford Brown or Ina Mullis.

NATIONAL EVALUATION SYSTEMS (NES)

Address: 30 Gatehouse Road
Amherst, MA 01002

Telephone: 413-256-0444

Technical Assistance Capabilities:
Planning and conducting holistic, analytical, primary trait and mechanics assessments; developing and using objective tests; writing assessment research; psychometric evaluations. Levels of experience: Elementary and secondary

Writing Assessment Expertise:
NES has developed and conducted writing assessments in the Maine Assessment of Basic Skills; Connecticut 9th Grade Proficiency Testing Program; Massachusetts Assessment of Basic Skills and the Hawaii Foundations Program. Staff is available to develop and conduct both direct and indirect assessments of writing proficiency. For further information contact William Gorth.

NORTHWEST REGIONAL EDUCATIONAL LABORATORY (NWREL)
ASSESSMENT AND MEASUREMENT PROGRAM

Address: 300 S.W. Sixth Avenue
Portland, OR 97204

Telephone: 503-249-6800 x352

Technical Assistance Capabilities:
Planning and conducting holistic, analytical and primary trait assessments; developing and using objective tests; training teachers in classroom use; writing assessment research; psychometric evaluations. Levels of experience: Elementary, secondary and postsecondary

Writing Assessment Expertise:
Staff at NWREL have been involved in conducting training sessions on the uses of and scoring options for direct writing assessments. They have also developed materials to help in planning direct assessments of writing and to aid in selecting appropriate indirect measures for evaluating language skills. For further information contact Richard Stiggins.

PLANNING, DEVELOPMENT AND EVALUATION ASSOC., INC.

Address: P.O. Box 17288
Tampa, FL 33682

Telephone: 813-932-3558

Technical Assistance Capabilities:
Planning writing assessments; developing and using objective tests; writing assessment research; psychometric evaluations. Levels of experience: Elementary, secondary and postsecondary

Writing Assessment Expertise:
Project staff have been involved in developing tests and scoring procedures for elementary and secondary students' writing assessments in Florida, developing tests for teacher training programs in South Carolina and field testing a high school writing assessment for North Carolina. For further information contact Tom D. Freijo.

SWRL EDUCATIONAL RESEARCH AND DEVELOPMENT
CENTER FOR THE STUDY OF WRITING INSTRUCTION

Address: 4665 Lampson Avenue
Los Alamitos, CA 90720

Telephone: 213-598-7661

Technical Assistance Capabilities:
Planning and conducting direct writing assessments; developing and using objective tests; writing assessment research; psychometric evaluations. Levels of experience: Elementary

Writing Assessment Expertise:
The Center for the Study of Writing Instruction has been involved in developing and conducting three large-scale assessments of students' writing proficiency in Los Angeles, the District of Columbia and Sacramento. The assessments were for elementary students, grades 1-6, and involved developing both direct and indirect writing assessment items. A number of publications on writing assessment, including a paper titled "A method for evaluating writing samples," (ERIC No. ED 193-631) have also been produced by this group. For further information contact Bruce Cronnell.

Individual Training Consultants in Writing Assessment

The following pages identify training and technical consultants available in each state. Consultants are listed alphabetically, along with a brief summary of their technical expertise and experience in writing assessment.

Directory of Training Consultants by State

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ALABAMA

HENDRY, DOROTHY D.

Position: Chairman, English Department
Huntsville High School

Address: 2603 Arrow Wood Drive S.E.
Huntsville, AL 35803

Technical Assistance Capabilities:
Planning and conducting holistic, analytical and primary trait assessments; developing and using objective tests; training teachers in classroom use; writing assessment research. Levels of experience: Elementary, secondary, postsecondary and adult

Writing Assessment Experience:
Regional Judge, National Council of Teachers of English Writing Awards
Alabama Writing Competency, Test Committee
Teacher of creative writing and advanced placement English
Critical reader and manual writer for Heritage Edition, Adventures in Literature Series, Harcourt Brace Jovanovich

Related Professional Background:
Taught English courses at elementary through university level for 26 years
B.S. in Education, M.A. and additional graduate courses
Coordinated local and state writing projects
Coordinated Poets-in-the-Schools project
Executive Committee, Alabama State Courses of Study

McALILEY, J. STEVE

Position: Language Arts Specialist

Address: 111 Coliseum Blvd. Telephone: 205-832-3880
Montgomery, AL 36193

Technical Assistance Capabilities:
Conducting holistic, analytical, and primary trait assessments; developing and using objective tests; training teachers in classroom use. Levels of experience: Elementary, secondary, postsecondary and adult

Writing Assessment Experience:
Assisting in the development of Alabama State Minimal Competencies List and test, training scorers, and interpreting test results
Assisting in the development of 12 grade-level tests for Autauga County Schools

McALILEY, (cont.)

Related Professional Background:
Undergraduate and graduate coursework in writing, tests and measurement, language arts, and methods of teaching
Graduate coursework in educational research
Several inservice writing assessment workshops

McMILLIN, BARBARA J.

Position: Specialist Reading/Language Arts
State Office Building

Address: Room 413A
Montgomery, AL 36130

Telephone: 205-832-3290

Technical Assistance Capabilities:
Planning and conducting writing assessments; training teachers in classroom use. Levels of experience: Elementary and secondary

Writing Assessment Experience:
Developing and scoring writing sample test for grades 3, 6 and 9 for Alabama Competency Test, including developing scoring criteria

Related Professional Background:
B.. language arts
Classroom teacher
State Department Specialist in reading and language arts

ROCKARTS, DOROTHEA GRACE

Position: Professor of Education
University of Alabama

Address: P.O. Box 785
University, AL 35486

Telephone: 205-348-6060

Technical Assistance Capabilities:
Planning and conducting holistic and analytical assessments; developing and using objective tests; training teachers in classroom use; writing assessment research. Levels of experience: Elementary, secondary and postsecondary

ROCKARTS, (cont.)

Writing Assessment Experience:
Chairperson - Alabama State Department of Education - competency testing - objective tests (1979) and writing sample evaluation procedures
Chairperson - Alabama State Department of Education - certification licensure test construction for language arts, English and journalism majors (1980-81)
1965-75 - Director English Project - Baldwin County Schools, Alabama

Related Professional Background:
B.A. English/Social Studies, University of Toronto, 1949
MA. Curriculum Study and Research, University of Alabama, 1962
Ed.D. Curriculum Study and Research, University of Alabama, 1964 with emphasis on composition
Curriculum consultant in English and composition in Georgia and Mississippi
Authored publications including: Ways to Teach Language, Composition and Literature, and A Structural Approach to Composition, (1980)

TURNIPSEED, JAMES O.

Position: Language Arts Specialist

Address: P.O. Box 291
Aliceville, AL 35442

Telephone: 205-373-6481

Technical Assistance Capabilities:
Planning and conducting holistic, analytical, primary trait assessments; developing and using objective tests; training teachers in classroom use; writing assessment research; psychometric evaluations. Levels of experience: Elementary, secondary, postsecondary

Writing Assessment Experience:
With Basic Competencies Program in Alabama for three years. Work included planning, test writing, testing, test interpretation, remediation for teaching basic skills

Related Professional Background:
B.S., M.S., Educational Specialist degrees in language arts
Secondary Language Arts teacher for 21 years
Language Arts Specialist--State Department of Education for 13 years
Conducted hundreds of workshops and inservice programs throughout Alabama

VOSS, RALPH F.

Position: Director of Freshman English
Department of English

Address: University of Alabama
University, AL 35486

Telephone:
Office: 205-348-5065
Home: 205-553-0348

Technical Assistance Capabilities:
Planning and conducting holistic, analytical and primary trait assessments; training teachers in classroom use; writing assessment research. Levels of experience: Secondary, postsecondary and adult

Writing Assessment Experience:
University of Texas Ready-Writing Contest (judge, 1974-75)
University of Georgia System Regents' Essay Examination rater 1975-76 (passage required for graduation)
University of Alabama, Department of English, Advanced Placement Essay Examination (Administrative supervisor, developer of topics) 1978 to present
University of Alabama, Department of Social Work, Graduate Competence Essay (developed procedure and test, coordinated evaluation) 1978 to present

Related Professional Background:
Participated in NCTE workshops in evaluation, testing procedures, test result interpretation, program evaluation, and program design

ALASKA

McCURRY, NIKI

Position: Assistant Director
Program Support Center

Address: Northwest Arctic School Dist.
P.O. Box 51
Kotzebue, AK 99752

Telephone: 907-442-3175

Technical Assistance Capabilities:
Planning and conducting holistic assessments; developing and using objective tests; training teachers in classroom use; writing assessment research; designing and implementing National Writing Project at local level. Levels of experience: Elementary, secondary, postsecondary and adult

Writing Assessment Experience:
Designed writing assessment project in Roanoke, Virginia, 1975
Designed writing assessment project for Boise State University, 1978
Participated in Anchorage Writing Project Evaluation, 1980

Related Professional Background:
Ph.D. English Education, Northwestern University, 1976
National Humanities Fellow, 1978, studying "Rhetoric and College Writing" University of Nevada
Language Arts Curriculum Specialist K-12, Anchorage School District, 1979-80
Assistant Professor of English, Boise State University, 1976-79, teaching courses in composition, methods of teaching composition, and technical, expository and developmental writing
English teacher, secondary and college levels 1970-76

SIPE, REBECCA

Position: Language Arts Curriculum Specialist
Anchorage School District

Address: 4600 DeBarr Road
Anchorage, AK 99504

Telephone:
Office: 907-269-2279
Home: 907-345-1718

Technical Assistance Capabilities:
Planning and conducting holistic writing assessments; training teachers in classroom use. Levels of experience: Elementary, secondary and postsecondary.

SIPE, (cont.)

Writing Assessment Experience:
Participated in pre and post writing assessments at the junior high level during past four years
Participated in district-wide assessments, 1978-81

Related Professional Background:
Graduate and undergraduate coursework focused on writing
Participated in approximately 20 hours of instruction via the Bay Area Writing Project
Attended the Anchorage Writing Project in 1978; maintained continued involvement with the writing project

ARKANSAS

PEEK, GEORGE S.

Position: Associate Professor of English
English Department

Address: Arkansas State University
State University, AR 72467

Telephone: 501-972-3043

Technical Assistance Capabilities:
Planning and conducting holistic assessments; training teachers in classroom use. Levels of experience: Secondary and postsecondary

Writing Assessment Experience:
Holistic scoring/grading by jury experiment at Arkansas State
Holistic scoring assessment of remedial writing program
Holistic scoring of 7th and 10th grade students at a rural Arkansas high school
Director, Mid-South Writing Project

Related Professional Background:
Ph.D. English, Case Western Reserve University, 1972
M.A. English, University of Rhode Island, 1971
Attended ETS workshop on holistic scoring
Developed (with others) a scoring model for use at Arkansas State
Research work in composition theory and evaluation of writing performance
University teaching 1967-present

ARIZONA

KINNERUP, LINDA A.

Position: Written Communications Specialist
Tempe Elementary School District

Address: 2436 S. Mulberry St. Telephone: 602-839-1230
Mesa, AZ 85202

Technical Assessment Capabilities:
Planning and conducting holistic assessments; developing and using objective tests; training teachers in classroom use; writing assessment research. Levels of experience: Elementary and secondary

Writing Assessment Experience:
Holistic evaluation, grades 1-8, responsible for developing and directing the assessment of 12,000 students in a district-wide program

Related Professional Background:
M.A. English Education, 1975
Fellow, Greater Phoenix Area Writing Project (Bay Area Writing Project Model), 1977
Responsible for inservice education for district teachers on written communications

MERRILL, BEVERLY

Position: Language Arts Specialist
Mesa Public Schools

Address: Curriculum Instruction Center
Basic Skills
549 N. Stapley
Mesa, AZ 85203

Telephone:
Office: 602-898-7876

Technical Assistance Capabilities:
Planning and conducting holistic assessments; training teachers in classroom use; writing assessment research: Levels of experience: Elementary and secondary

Writing Assessment Experience:
Director of Tempe Elementary School District holistic evaluation program, grades 1-8
Member of Greater Phoenix Area Writing Project
Project Director of writing contest 1979-81 Tempe Elementary Schools

MERRILL, (cont.)

Related Professional Background:
M.A. Arizona State University with emphasis on composition
Inservice instructor for Tempe Area Writing Project
Arizona State Poetry Contest Committee
Research study director, Holistic Evaluation in Tempe Elementary Schools, Spring, 1980 (reliability study)
Presentor at various state conferences on teaching of writing and holistic evaluation

NEY, JAMES W.

Position: Professor
English Department

Address: Arizona State University
Tempe, AZ 85281

Telephone: 602-965-3168/3364
602-839-3580

Technical Assistance Capabilities:
Planning and conducting holistic, analytical and forced choice assessments; training teachers in classroom use; writing assessment research; sentence combining assessment. Levels of experience: Elementary, secondary and postsecondary

Writing Assessment Experience:
Research, publications on sentence combining

Related Professional Background:
Ed.D. in linguistics and literature of the English Renaissance, University of Michigan, 1963
Research from 1967 to present on sentence combining and miscue analysis of reading and writing
NDEA English Language and Composition Institute
Numerous published articles on research:
"The Hazards of the Course: Sentence Combining in Freshman English"
"Myths and Mythology: The Pros and Cons of Sentence Combining"
"Sentence Combining and Syntactic Maturity in Freshman English"
"A Short History of Sentence Combining: Its Limitations and Use"
Consultant/specialist, English as a second language, 1961-64
Professor, English, 1964 to present

RANKIN, JAMES

Position: Associate Professor of Secondary Education
Department of Secondary Education

Address: University of Arizona
Tucson, AZ 85721

Telephone:
602-626-5817/1344

Technical Assistance Capabilities:
Planning and conducting holistic and analytical assessments; training teachers in classroom use. Levels of experience: Secondary and postsecondary

Writing Assessment Experience:
Southern Arizona Writing Project

Related Professional Background:
B.A. English and Classical Literature, Colgate University, 1954
A.M.T. English, Harvard University, 1955
Ph.D. Comparative Education, University of Chicago, 1963
Attendance at workshops on holistic scoring and team writing
Study of current literature on writing assessment by National Assessment of Educational Progress (NAEP), the National Writing Project and others
Teaching secondary teachers language arts curriculum courses

SHAFER, Robert E.

Position: Professor of English
Director, English Education
Department of English

Address: Arizona State University
Tempe, AZ 85287

Telephone: 602-965-3105

Technical Assistance Capabilities:
Planning and conducting holistic, analytical and primary trait assessments; training teachers in classroom use; writing assessment research; case studies of children's writing. Levels of experience: Elementary, secondary and postsecondary

Writing Assessment Experience:
Writing assessments in the greater Phoenix area conducted under the auspices of the Greater Phoenix Area Writing Project, Department of English, Arizona State University
Postsecondary writing assessments at San Francisco State University, Wayne State University, Teachers College, Columbia University, and Arizona State University

SHAFER, (CONT.)

Related Professional Background:
M.S. English Education, University of Wisconsin, 1953
Ed.D. English Education, Teachers College Columbia University, 1958
Teacher/professor 1950-present
Consultant for ETS in writing assessment
Director of Greater Phoenix Area Writing Projects--a National Writing project site with emphasis on holistic assessment
Related papers and articles:
"National Assessment: Will It Help the Classroom Teacher?", (1966)
"What We Can Learn From a Psycholinguistic Model of Reading and Writing", (1977)
"The Crisis in Knowing About Learning to Write", (1975)

CALIFORNIA

APPLEBEE, ARTHUR N.

Position: Associate Professor
School of Education

Address: Stanford University
Stanford, CA 94305

Telephone: 415-497-2124

Technical Assistance Capabilities:
Planning writing assessments; writing assessment research. Levels of experience: Elementary and secondary

Writing Assessment Experience:
Director, National Study of Secondary School Writing
Consultant, Expressive Writing Project, Fairfax, California schools
Member, National Advisory Panel on Measurement and Standards in Writing, New York State Board of Regents
Principle investigator, National Study of Writing in the Secondary School, 1979 to present

Related Professional Background:
B.A. English Literature, Yale University, 1968
M.A.T. Language and Literature, Harvard University, 1970
Ph.D. Research in the Teaching of English, University of London, 1973
Study and research at Writing Research Unit (London) five years
Associate Director, ERIC Clearinghouse on Reading and Communication Skills
Staff Associate, National Council of Teachers of English

BLICKHAHN, KATE

Position: Director of Instruction
Tamalpais Union High School District

Address: Larkspur, CA 94939

Telephone: 415-924-1800

Technical Assistance Capabilities:
Planning and conducting holistic and analytical assessments. Levels of experience: Elementary and secondary

Writing Assessment Experience:
Developed writing assessment program, the Drake Writing Project, Drake High School--modeled on Advanced Placement scoring
Conducted yearly writing assessment for Tamalpais Union High School District
Developed analytic scoring guide for post-holistic assessments for the district
Served as consultant to numerous schools, districts and colleges

Related Professional Background:
English teacher for 20 years
Experience in district-wide and local elementary and secondary assessments
Participated in ETS' California High School Proficiency Exam
Participated in assessments conducted through Bay Area Writing Project

BRENEMAN, BETH

Position: Consultant
California State Department of Education

Address: 721 Capitol Mall
Sacramento, CA 95814

Telephone: 916-322-2200

Technical Assistance Capabilities:
Planning and conducting holistic, analytical, and primary trait assessments; developing and using objective tests; training teachers in classroom use; writing assessment research; psychometric evaluation.
Levels of experience: Elementary and secondary

Writing Assessment Experience:
Authored:
An Assessment of the Writing Performance of California High School Seniors, California State Department of Education, 1977, and
An Evaluation of the 1978 Oregon Writing Assessment, Northwest Regional Educational Laboratory, 1979
Assisted in the development of Written Expression sections of Survey of Basic Skills, grades 3, 6, and 12

Related Professional Background:
B.A. English, University of Colorado, 1966
M.A. Education, University of Colorado, 1973
Ph.D. Education, with emphasis in language arts, research and measurement, 1975

CAMP, GERALD

Position: Assistant Director
Bay Area Writing Project

Address: 5635 Tolman Hall
University of California
Berkeley, CA 94720

Telephone: 415-642-0976

Technical Assistance Capabilities:
Planning and conducting holistic, analytical, and primary trait assessments; training teachers in classroom use. Levels of experience: Secondary

CAMP, (cont.)

Writing Assessment Experience:
ETS-California High School Proficiency Exam--several years involvement
ETS-College Board writing sample, 1979
Bay Area Writing Project Evaluation (Carnegie Foundation), 1978
Conducted field test of prompts for competency testing for Santa Clara County, California, Secondary Competencies Consortium during school year 1979-80

Related Professional Background:
High school English teacher, 16 years; English Department Chairman, ten years
MAT in English Education, Johns Hopkins University, 1962
Experienced Teacher Fellowship in English, University of Illinois, 1968
NDEA Institutes in Teaching English, San Francisco State College, 1965
Fullerton State College, 1967
Training in writing and holistic assessment, Bay Area Writing Project, Summer 1975 to present

COOPER, CHARLES

Position: Professor and Coordinator of Writing Programs
Department of Literature C-005

Address: Univ. of California-San Diego
La Jolla, CA 92093

Telephone:
Office: 714-452-2742
Home: 714-454-5470

Technical Assistance Capabilities:
Planning and conducting holistic, analytical and primary trait assessments; training teachers in classroom use. Levels of experience: Secondary and postsecondary

Writing Assessment Experience:
New York State Regents Competency Test in Writing
National Assessment of Educational Progress (NAEP)
Consultant for numerous workshops concerning writing assessment

Related Professional Background:
Ph.D., University of California at Berkeley
Authored over 50 articles, reports, and reviews of published instructional materials and tests
Authored Evaluating Writing: Describing, Measuring, Judging, (NCTE, 1977)
Authored Research on Composing (NCTE, 1978)
Teacher for 19 years at high school and college level
Consultant to many schools and colleges, as well as to ETS, NAEP, New York State Education Department, and the National Writing Project centers at Berkeley, Santa Cruz, Albany and Buffalo
Director of Third College Composition Program at University of California at San Diego, and graduate instructor of composition theory, research and pedagogy

FREY, JAMES

Position: Professor of English
Department of English

Address: California State Univ.-Fresno
Fresno, CA 93740

Telephone:
Office: 209-487-2553
Home: 209-224-3325

Technical Assistance Capabilities:
Planning and conducting holistic assessments; developing and using objective tests; training teachers in classroom use. Levels of experience: Secondary and postsecondary

Writing Assessment Experience:
Reader of College Board English Achievement Test (1964-70)
Reader of ETS State Department Examination (1965-1969)
Reader of Advanced Placement Examination in English (1968-79)
Reader of California State University English Equivalency and English Placement Tests
CSUC English Equivalency Examination committee to write essay questions
Co-Director of San Joaquin Valley Writing Project since 1979-Summer Institute helps teachers evaluate student writing, includes holistic scoring

Related Professional Background:
Designed and administered essay examinations and participated as chief reader since 1975
Co-authored Diagnostic Test of Written English, developed with grant from CSUC Chancellor's Office, 1976-77

GAGE, TOM

Position: Professor of English
Humboldt State University

Address: Arcata, CA 95521

Telephone: 207-826-3758

Technical Assistance Capabilities:
Planning and conducting holistic assessments; training teachers in classroom use; writing assessment research; psychometric evaluation; correlation of student attitude and growth in writing. Levels of experience: Secondary and postsecondary

Writing Assessment Experience:
Director of Redwood Writing Project, 1977-81
Assessment of student writing, pre- and post-study, Hoopa High School, 1980
Scored English Equivalency Exams for ETS
Scored English Department Writing exam at Humboldt State University
Zane Junior High School Writing Project, 1980

GAGE, (cont.)

Related Professional Background:
Ph.D. on impact of student election of English courses on writing, five year longitudinal study
Coordinator for writing program at Humboldt State University

GOTTESMAN, JULIA M.

Position: Consultant, English Language Arts
Office of the Los Angeles County Superintendent of Schools

Address: 9300 East Imperial Hwy.
Downey, CA 90242

Telephone:
Office: 213-922-6354
Home: 213-687-4281

Technical Assistance Capabilities:
Planning and conducting holistic and analytical assessment; developing and using objective tests; training teachers in classroom use; relating assessment to classroom instruction. Levels of experience: Elementary, secondary and adult

Writing Assessment Experience:
Writing assessment consultant for 20 school districts in Los Angeles county
Writing assessment consultant for Neshaminy School District, Langhorne, Pennsylvania

Related Professional Background:
Advisor to California State Department of Education for California Assessment Program, 1972 to present
Attended numerous workshops on holistic scoring

HOFFMAN, NOLA K.

Position: Director, Development Lab

Address: Newport-Mesa Unified SD
425 E. 18th Street
Costa Mesa, CA 92627

Telephone:
Office: 714-760-3303
Home: 714-551-4810

Technical Assistance Capabilities:
Planning and conducting holistic and analytical assessments; developing and using objective tests; training teachers in classroom use; writing assessment research. Levels of experience: Elementary, secondary, postsecondary and adult

HOFFMAN, (cont.)

Writing Assessment Experience:
Newport-Mesa Unified Assessments, grades K-12
Consultant on scoring procedures to Capistrano Unified School District
Writing of prompts, suggested rubrics for School Research and Service Corp., Anaheim, California; field tests of prompts
Developer of Newport-Mesa Unified Minimum Graduation Proficiency Tests
Trainer and master reader for district assessments

Related Professional Background:
High school teacher of English composition, literature and speech, grades 9-12, 5 years
Writer of behavioral objectives, test items, and item specifications for Instructional Objectives Exchange (IOX), Santa Monica, California

JENSEN, JEAN C.

Position: Educational Consultant

Address: 1707 Grand View Drive
Berkeley, CA 94705

Telephone: 415-845-7943

Technical Assistance Capabilities:
Planning and conducting holistic assessment; training teachers in classroom use. Levels of experience: Elementary, secondary, postsecondary

Writing Assessment Experience:
Initiated five-year experimental program of writing assessment at Las Lomas High School
Consultant to numerous California school districts (1975-80), and summer programs (University of Florida, CUNY, Gateway Writing Project in St. Louis, University of Alaska)

Related Professional Background:
Member of Bay Area Writing Project (1974)
Oregon Writing Project, Salem (1977-78)
Department Chair in English for 18 years at Las Lomas High School

KEECH, CATHARINE LUCAS

Position: Research Coordinator
NIE Writing Assessment Project
Bay Area Writing Project
School of Education

Address: University of California
Berkeley, CA 94720

Telephone: 415-525-6394

Technical Assistance Capabilities:
Planning and conducting holistic and post-holistic feature analysis assessments; training teachers in classroom use; writing assessment research; psychometric evaluation. Levels of experience: Elementary, secondary and postsecondary

Writing Assessment Experience:
Three year evaluation of the Bay Area Writing Project, involving writing assessment at 13 schools in eight districts, and authoring of reports
San Mateo Elementary School District
Fremont Unified School District
Tamalpais Unified School District
Oakland public schools
Design, development and piloting of post-holistic feature analysis in local districts

Related Professional Background:
Training in holistic scoring by Bay Area Writing Project and ETS
Author of articles on holistic assessment and competency testing
Author of National Writing Project Guide to Holistic Assessment of Student Writing
Co-researcher with classroom teachers in three studies using holistic scoring together with feature analysis to determine effects of instruction
Current research coordinator for major NIE-funded investigation of holistic scoring, and of the effects of topic selection on writing

LID, R.W.

Position: Professor of English
English Department

Address: California State University
Northridge, CA 91330

Telephone: 213-885-3431

Technical Assistance Capabilities:
Planning and conducting holistic and analytical assessments; training teachers in classroom use. Levels of experience: Elementary, secondary and postsecondary

LID, (cont.)

Writing Assessment Experience:
Co-Director of Freshman English Equivalency Testing Program, California State University and college system, 1972-74
Director of Simi Valley Unified, Visalia Unified, Alvord Unified, Newport-Mesa, and Tulare County High School assessments
Director of Visalia Unified and Pleasant Valley elementary assessments

Related Professional Background:
Broad background of practical experience, including serving on executive committee of College Composition and Communication Conference, 1971-74
Co-Director of Northridge Writing Project

LINDHEIM, Elaine

Position: Director of Test Development
Instructional Objectives Exchange (IOX)

Address: 11411 W. Jefferson Blvd. Telephone: 213-391-6295
Culver City, CA 90230

Technical Assistance Capabilities:
Planning and conducting holistic, analytical and primary trait assessments; developing and using objective tests; training teachers in classroom use; writing assessment research; psychometric evaluation; evaluating existing writing assessment programs to develop more correspondence between instruction and assessment. Levels of experience: Elementary and secondary

Writing Assessment Experience:
Directed development of writing assessment programs for Detroit, Michigan High School Proficiency Program
Directed development of South Carolina Basic Skills Assessment Program
Directed development of Texas Assessment of Basic Skills
Directed consortia programs at the elementary and secondary level in California and New Hampshire

Related Professional Background:
Educational measurement and evaluation degree from UCLA
Teaching credential in English

MYERS, MILES

Position: Administrative Director
Bay Area Writing Project
School of Education

Address: University of California
Berkeley, CA 94720

Telephone: 415-642-4544

Technical Assistance Capabilities:
Planning and conducting holistic and analytical assessments; training teachers in classroom use; writing assessment research; psychometric evaluation. Levels of experience: Elementary and secondary

Writing Assessment Experience:
Conducted holistic assessment in numerous school districts, including Oakland Unified School District and San Mateo Elementary District

Related Professional Background:
Authored A Procedure for Holistic Writing Assessment (National Council of Teachers of English, 1980)
Taught English, secondary schools
Supervised student teachers, University of California, Berkeley
Administrative Director of the Bay Area Writing Project, 1976 to present

OLSON, CAROL BOOTH

Position: Co-Director
University of California-Irvine Writing Project

Address: University Extension
P.O. Box A2
Irvine, CA 92716

Telephone: 714-833-5192

Technical Assistance Capabilities:
Training teachers in classroom use. Levels of experience: Elementary, secondary, postsecondary and adult

Writing Assessment Experience:
University of California-Irvine Writing Project (1978-80), evaluating secondary students' writing samples

Related Professional Background:
Training through California Writing Project

PADIA, BILL

Position: Administrator
Program Evaluation and Research
California Department of Education

Address: 721 Capitol Mall
Sacramento, CA 95814

Telephone: 916-445-0297

Technical Assistance Capabilities:
Planning and conducting holistic and analytical assessments; developing and using objective tests; writing assessment research; psychometric evaluations. Levels of experience: Elementary and secondary

Writing Assessment Experience:
Developed writing assessment materials for California proficiency assessment (Sample Assessment Exercises Manual)

Related Professional Background:
Educational measurement training

PAULIN, PAULINE

Position: Assessment Coordinator
Santa Barbara High School District

Address: 720 Santa Barbara Street
Santa Barbara, CA 93101

Telephone: 805-963-4331 x264

Technical Assistance Capabilities:
Planning and conducting holistic and analytical assessments; training teachers in classroom use. Levels of experience: Elementary, secondary and adult

Writing Assessment Experience:
Developed and conducted the direct assessment of writing for Santa Barbara High School District for the past three years
Consultant for the development of a direct assessment of writing for two local elementary districts
Presented workshops on holistic and analytical writing assessments for the California State Department of Education

Related Professional Background:
Teacher of English (Department Head/Curriculum Coordinator) for 15 years
M.A. "Curriculum Research: Language/Literature"
Ph.D. Education Administration, with emphasis on evaluation

PIERCE, JAMES L.

Position: Chair
English Department

Address: Redwood High School
Doherty Drive
Larkspur, CA 94939

Telephone: 415-924-6200 x38

Technical Assistance Capabilities:
Planning and conducting holistic assessments. Levels of experience: Secondary

Writing Assessment Experience:
Bay Area Writing Project
California High School Proficiency Test (writing samples)
Tamalpais Union High School District Minimum Competency Writing Test

Related Professional Background:
Bay Area Writing Project Fellow
Bay Area Writing Project Consultant and Instructor
North Bay Area Writing Project Consultant and Instructor
Instructor, Summer Institute on Teaching Composition, University of California, Berkeley, and Sonoma State University
Author, Writing: Unit Lessons in Composition (Ginn)

SEDER, ALAN

Position: Program Administrator
Educational Testing Service

Address: 1947 Center Street
Berkeley, CA 94704

Telephone: 415-849-0950

Technical Assistance Capabilities:
Planning and conducting holistic assessments; developing and using objective tests. Levels of experience: Secondary and postsecondary

Writing Assessment Experience:
California High School Proficiency Examination
California State University and Colleges - English Placement Test, English Equivalency Examination
District assessments
U.S. Department of State - Foreign Service Examination

Related Professional Background:
Administration and management experience for past 20 years with writing assessment programs

TANNER, BERNARD R.

Position: English teacher

Address: 2591 Ramona Street
Palo Alto, CA 94301

Telephone: 415-327-7778

Technical Assistance Capabilities:
Planning and conducting holistic, analytical and primary trait assessments; developing and using objective tests; training teachers in classroom use. Levels of experience: Elementary, secondary, postsecondary and adult

Writing Assessment Experience:
Reader, table leader and question leader 18 years for Advanced Placement English (ETS)
Reader, State Department, AID exams (ETS) and College Board Writing Samples (ETS)
Question leader, table leader in assessing California High School Proficiency Exams
Leadership role in the reading of high school proficiency and competency exams for Lompoc School District (ETS)

Related Professional Background:
College coursework in advanced composition
Almost 30 years of teaching English, 20 in advanced placement English
Author of a major textbook series on language and composition (Addison-Wesley)
Author of a writing text (Ginn and Company)
Designated California English Teaching Specialist in language and composition
Visiting instructor for Bay Area Writing Project, U.C. Berkeley

THONIS, ELEANOR

Position: District Psychologist

Address: P.O. Box 818
Wheatland, CA 95692

Telephone: 916-633-2884

Technical Assistance Capabilities:
Conducting holistic and analytical assessments; training teachers in classroom use; psychometric evaluation. Levels of experience: Elementary and secondary

THONIS, (cont.)

Writing Assessment Experience:
Local writing assessments with the Wheatland Elementary School District, Wheatland High School District, Redding School District, Office of Program Evaluation and Research and Proficiency Training Network

Related Professional Background:
Educational Testing Service writing assessment training
Sacramento Office of Program Evaluation and Research Training

WALSH, MICHAEL F.

Position: Research and Advisory Services
Educational Testing Service

Address: 1947 Center Street
Berkeley, CA 94704

Telephone: 415-849-0950

Technical Assistance Capabilities:
Planning and conducting holistic, analytical and primary trait assessments; developing and using objective tests; writing assessment research; psychometric evaluations; setting passing scores and conducting validity studies. Levels of experience: Elementary, secondary, postsecondary and adult

Writing Assessment Experience:
Evaluation consultant for three years to Title IV-C (Innovative Programs) funded project "Expressive Writing in Schools" in Fairfax, California
Editor and contributing author for Handbook for Proficiency Assessment, funded by California SDE; trained the core network of statewide trainers
Workshop trainer for school districts (elementary, secondary and community college levels) on developing prompts, scoring techniques, program evaluation
Consultant to school districts

Related Professional Background:
M.S. University of Wisconsin-Madison; Psychology (verbal learning and memory)
Professional experience: Four years with ETS

WHITE, EDWARD M.

Position: Professor of English
English Department

Address: California State College
San Bernardino, CA 92407

Telephone: 714-887-7493

Technical Assistance Capabilities:
Planning and conducting holistic and primary trait assessments; training teachers in classroom use; writing assessment research; program assessment. Levels of experience: Secondary and postsecondary

Writing Assessment Experience:
Director, California State University English Equivalency Examination, 1973 to present
Coordinator, Writing Assessment Programs, California State University and Colleges, 1977-80 (including development of the English Placement Test)
Chief reader for Bay Area Writing Project, 1978
Originator and proposed director of NIE project: Research in Effective Teaching of Writing, to begin January 1981

Related Professional Background:
Ph.D. English, Harvard University, 1960
Teacher 1958 to present
Consultant to various school districts, community college districts, and institutions (ETS, NAEP, NIE) and publishers (W.W. Norton, Wylie and Sons, MacMillan, Winthrop, and St. Martins)
Authored numerous articles on the teaching of writing
Authored two English composition textbooks, The Writer's Control of Tone, (Norton, 1970) and The Pop Culture Tradition, (Norton, 1972)
Speaker at numerous workshops and conferences on writing and evaluation

COLORADO

ANDERSON, BEVERLY L.

Position: Educational Consultant

Address: Professional Services Institute Telephone: 303-494-7933
875 Bluebird Lane
Lafayette, CO 80026

Technical Assistance Capabilities:
Planning a writing assessment; developing and using objective tests.
Levels of experience: Elementary and secondary

Writing Assessment Experience:
Planning assistance for the Idaho writing assessment
Conducting workshops on writing assessment techniques--holistic, primary trait and analytical

Related Professional Background:
Ph.D. Educational Research and Evaluation
Extensive test planning and consultation at state and local levels including development of statewide testing in Alaska and classroom diagnostic systems in Alaska, Washington, California and Saipan
Consultation and training for Title I evaluation and testing
Seminar presenter, "An Introduction to the Scoring of Writing Samples," Boulder, Colorado, 1980

AVERILL, MARILYN

Position: Program Evaluation Specialist
Research & Evaluation Services

Address: P.O. Box 9011
Boulder, CO 80301

Telephone:
Office: 303-447-1010 x506
Home: 303-447-9234

Technical Assistance Capabilities:
Planning writing assessments; developing and using objective tests; writing assessment research; psychometric evaluations. Levels of experience: Elementary and secondary

Writing Assessment Experience:
Directed the Boulder Valley Public Schools writing assessment for last four years, which included scoring writing samples taken at grades five, eight and ten with primary trait methods

Related Professional Background:
Doctoral level training in research, measurement and evaluation methods through the Laboratory of Educational Research at the University of Colorado

BROWN, REXFORD

Position: Director of Publications
National Assessment of Educational Progress

Address: Suite 700
1860 Lincoln Street
Denver, CO 80295

Telephone: 303-830-3701

Technical Assistance Capabilities:
Planning and conducting holistic, analytical and primary trait assessment. Levels of experience: Elementary, secondary and adult

Writing Assessment Experience:
National Assessment of Writing 1969, 1974, 1979
Florida State Assessment
Maryland State Assessment
Connecticut State Assessment
Chief scorer, National Assessment of Literature, and scorer for National Assessment of Writing, 1970-71

Related Professional Background:
Ph.D. English Literature, Modern Letters, University of Iowa, 1971
Classroom teacher 1963-1971
Director of Publications; managing editor; research report writer; objectives and test development consultant in writing, reading, and literature for National Assessment of Educational Progress, 1971 to present
Numerous consultant positions, published articles and presentations on writing assessment
International Commission on Evaluation of Achievement in Composition in the National Languages

DiSTEFANO, PHILIP

Position: Associate Professor
School of Education

Address: Box 249
University of Colorado
Boulder, CO 80309

Telephone:
Office: 303-492-8074
Home: 303-665-6409

Technical Assistance Capabilities:
Planning and conducting holistic, analytical and primary trait assessments; training teachers in classroom use; writing assessment research. Levels of experience: Elementary, secondary and postsecondary

DiSTEFANO, (cont.)

Writing Assessment Experience:
Adams County #12, Northglenn, Colorado (analytic and primary trait)
Boulder Valley School District (analytical)
Cherry Creek School District, Englewood, Colorado (holistic)
Denver Public Schools (holistic)
Educational Opportunity Program, University of Colorado (holistic)
National Assessment of Educational Progress (NAEP) (holistic)

Related Professional Background:
Ph.D. in English Education at Ohio State with concentration in linguistics and writing as well as research and development
Conducted research project (1974-76) with NAEP data that led to a diagnostic system for evaluating ten writing skills

KIEFER, KATE

Position: Supervisor of Basic Writing
Department of English

Address: Colorado State University
Fort Collins, CO 80523

Telephone:
Office: 303-491-6845/6428
Home: 303-223-7364

Technical Assistance Capabilities:
Planning and conducting holistic assessments; training teachers in classroom use; writing assessment research. Levels of experience: Postsecondary

Writing Assessment Experience:
Ohio State University, Writing Workshop--assessment and evaluation of basic writers' skills
Colorado State University--placement scoring for incoming freshmen, ongoing evaluation of the basic writing program

Related Professional Background:
Graduate studies at Ohio State University in rhetoric and composition
Worked with remedial program at Ohio State University
Organized and administered the remedial program at Colorado State University

MULLIS, INA V.S.

Position: Senior Research Analyst
National Assessment of Educational Progress

Address: Education Commission of the States
1860 Lincoln Street
Denver, CO 80295

Telephone: 303-830-3717

Technical Assistance Capabilities:
Planning and conducting primary trait assessments; training teachers in classroom use; writing assessment research. Levels of experience: Elementary and secondary

Writing Assessment Experience:
Coordinator of 1973-74 and 1978-79 National Assessment of Writing
Coordinator of writing assessments for NAEP, last eight years, responsible for coordinating objectives development, item development, training scorers, monitoring scoring procedures and data analysis

Related Professional Background:
Ph.D. Educational Research

OLSON, MILES

Position: Professor of English Education
School of Education

Address: Campus Box 249
University of Colorado
Boulder, CO 80309

Telephone:
Office: 303-492-6348
Home: 303-499-6990

Technical Assistance Capabilities:
Planning and conducting holistic and primary trait assessments; training teachers in classroom use. Levels of experience: Secondary and postsecondary

Writing Assessment Experience:
Director of Colorado Writing Project

Related Professional Background:
Nebraska Project English NDEA Fellow, University of Nebraska--graduate work in composition, linguistics and education
Minnesota Project English NDEA Fellow, University of Minnesota

REID, STEPHEN D.

Position: Director of Placement
English Department

Address: Colorado State University
Fort Collins, CO 80523

Telephone: 303-491-6428

Technical Assistance Capabilities:
Planning and conducting holistic and primary trait assessments; training teachers in classroom use; writing assessment research. Levels of experience: Postsecondary

Writing Assessment Experience:
Design, administer and score a 60 minute essay exam for entering freshman at Colorado State University

Related Professional Background:
English reader for ETS on the Advanced Placement Examination (essay section) for four years
Adapted ETS' holistic scoring system for the required placement exam at Colorado State University

WYRICK, JEAN

Position: Director of Composition
Department of English

Address: Colorado State University
Fort Collins, CO 80526

Telephone: 303-491-6428

Technical Assistance Capabilities:
Planning a holistic, analytical and primary trait assessment; developing and using objective tests; training teachers in classroom use; writing assessment research. Levels of experience: Elementary, secondary and postsecondary

Writing Assessment Experience:
Colorado State University Placement Examination
Colorado State University Faculty Research Grant (holistic grading project)

Related Professional Background:
Postdoctoral courses in rhetoric, University of Texas at Austin
Director of Composition, Colorado State University

DELAWARE

MILLER, GEORGE

Position: Director, Lower-Division Programs in English

Address: Department of English
University of Delaware
Newark, DE 19711

Telephone: 302-738-2363

Technical Assistance Capabilities:
Planning and conducting holistic and analytical assessments; training teachers in classroom use. Levels of experience: Secondary, postsecondary and adult

Writing Assessment Experience:
Conducts University of Delaware writing assessment program
Worked with several Delaware school districts' writing assessment programs

Related Professional Background:
Director, Lower Division Programs in English (writing courses including freshman composition), six years
Teacher of graduate seminar, "Teaching Composition"
Editor, Teaching Writing

DISTRICT OF COLUMBIA

GOSWAMI, DIXIE

Position: Curriculum Specialist
American Institute for Research

Address: 1055 Thomas Jefferson Street Telephone: 202-342-5049
Washington, D.C. 20007

Technical Assistance Capabilities:
Planning and conducting primary trait assessments; training teachers in classroom use; writing assessment research; using case study procedures to assess writing and writing programs. Levels of experience: Secondary, postsecondary, adult

Writing Assessment Experience:
Canisius College, Buffalo: Designing procedures to sample, analyze and assess writing in several work-sites; designing writing program curriculum
Boothbay Harbor, Maine, Writing Project: Designing and assessing research procedures for studying writing in lower schools
Livingston College, Alabama: Evaluating developmental writing program
WNET-TV, New York: Designing curriculum and planning assessment for proposed series, "Writing in the World of Work"

Related Professional Background:
Post Graduate NEH Fellow in Linguistics, Leeds University
Doctoral Program, Graduate School of Education, Rutgers
Co-Director (with Lee Odell) NIE Writing Research Project

FLORIDA

BASHINSKI, MARIAN C.

Position: Associate Professor and
Director, Reading/Writing Laboratory
Department of English

Address: Florida State University
Tallahassee, FL 32306

Telephone: 904-644-2260/4230

Technical Assistance Capabilities:
Planning writing assessments; developing and using objective tests and diagnostic tests of basic writing skills; training teachers in classroom use. Levels of experience: Secondary and postsecondary

Writing Assessment Experience:
Judge, National Council of Teachers of English (NCTE) contests for high school writing achievement
Reader, ETS assessment session for essays written for admission to college
Reader, Florida State University, partial-exemption exam for freshman composition
Co-director, Task Force for the State of Florida, identifying essential communication and computation competencies for postsecondary students

Related Professional Background:
Thirty years teaching experience, nursery school through graduate school, including experience in teaching writing and writing assessment

BROSSELL, GORDON

Position: Associate Professor
English Education
Department of Curriculum and Instruction

Address: College of Education
Florida State University
Tallahassee, FL 32306

Telephone: 904-644-6553

Technical Assistance Capabilities:
Conducting holistic and analytical assessments; training teachers in classroom use; writing assessment research. Levels of experience: Secondary and postsecondary

BROSSELL, (cont.)

Writing Assessment Experience:
Involved in development of the Florida Teacher Certification Examination subtest in writing, including test specifications and design, administration, rater training, topic selection and validation, reliability checking, field testing and essay evaluation

Related Professional Background:
Participated in the College Composition and Communication Conference (Washington, D.C., 1979) and the International Conference on Learning to Write (Canada, 1978)
Teaching undergraduate and graduate writing courses at Florida State and Northwestern University
Directing doctoral dissertations on writing and teaching writing

de BEAUGRANDE, ROBERT

Position: Associate Professor of English and Linguistics
English Department

Address: University of Florida
Gainesville, FL 32611

Telephone:
Office: 904-392-0777
Home: 904-375-6364

Technical Assistance Capabilities:
Planning and conducting analytical assessments; developing and using objective tests; training teachers in classroom use; writing assessment research; psychometric evaluation. Levels of experience: Postsecondary

Writing Assessment Experience:
Pre- and post-testing for developmental writers
Factoring writing problems for discourse productic, strategies

Related Professional Background:
Extensive research and testing in writing psychology, both theoretical and applied
Developed and implemented course material for expository writing

FREIJO, TOM D.

Position: President
Planning, Development and Evaluation Assoc., Inc.

Address: P.O. Box 17288
Tampa, FL 33682

Telephone: 813-932-3558

Technical Assistance Capabilities:
Planning writing assessments; developing and using objective tests; writing assessment research; psychometric evaluation. Levels of experience: Elementary, secondary and postsecondary

Writing Assessment Experience:
Project Director: Development of production writing tests and scoring procedures at grades three, five, eight and 11 for State of Florida (1979)
Scoring and reporting results of the 1978 Florida Production Writing Assessment (1978)
Development of production writing tests and scoring procedures to be used with applicants for teacher training programs in South Carolina (1980)
Field testing of production writing tests to be used in North Carolina's High School Testing Program (1980)

Related Professional Background:
Ph.D. in Educational Research
Teacher of Measurement and Evaluation for 11 years
Directed several contracted projects involving either the development, selection, critiquing, scoring, or reporting of results from tests in reading, writing, bilingual education, as well as a variety of other subjects

HOETKER, JAMES

Position: Professor of English Education
Department of Curriculum and Instruction

Address: 209 Education
Florida State University
Tallahassee, FL 32306

Telephone: 904-644-6553

Technical Assistance Capabilities:
Planning and conducting holistic and primary trait assessments; training teachers in classroom use; writing assessment research. Levels of experience: Secondary and postsecondary

HOETKER, (cont.)

Writing Assessment Experience:
Wrote examinations and training manuals for the Florida Teacher Certification Examination subtest in writing
Conducted research under Florida DOE grants on the effects of essay topic variation on holistic ratings
Presently writing and validating topics for future teacher certification examinations

Related Professional Background:
Doctorate Instructional Process, Washington University
Director of the evaluation of USOE's Educational Laboratory Theatre Project at CEMREL, 1967-70
Developed and taught courses in teaching and evaluating writing, for both undergraduate and graduate levels

LOPEZ, TONI A.

Position: Asst. Professor of English
Director of Teacher Training for Graduate Assistants
Department of English

Address: University of Florida
Gainesville, FL 32611

Telephone:
Office: 904-392-1020
Home: 904-375-0242

Technical Assistance Capabilities:
Conducting holistic assessments; training teachers in classroom use; writing assessment research. Levels of experience: Secondary and postsecondary

Writing Assessment Experience:
Grader for Florida Literacy Test given to high school seniors
Administered and supervised the evaluation of the Test of Standard Written English given to seniors at University of West Florida, Pensacola

Related Professional Background:
Taught writing, administered diagnostic tests and assessed writing samples at Florida State University, 1973-76
Composition instructor; trains teaching assistants to assess writing, University of Florida, Gainesville, 1977 to present

McCREA, BRIAN

Position: Assistant Professor
English Department

Address: University of Florida
Gainesville, FL 32611

Telephone: 904-392-1022

Technical Assistance Capabilities:
Planning and conducting holistic assessments; developing and using objective tests; training teachers in classroom use. Levels of experience: Postsecondary

Writing Assessment Experience:
Grader, holistic scoring, College Board Entrance Placement Exam., Florida Southern College (1980)
Table leader, holistic scoring, Florida Teacher Certification Examination (1980)

Related Professional Background:
Ph.D. in Literature with specialization in 18th century British Lit
Seven years experience as a composition teacher
Participated in ETS seminar on holistic scoring
Authored forthcoming composition textbook College Writing (McGraw-Hill)

TANNER, JOHN S.

Position: Assistant Professor
Department of English

Address: Florida State University
Tallahassee, FL 32306

Telephone:
Office: 904-644-5202
Home: 904-385-9724

Technical Assistance Capabilities:
Conducting holistic, analytical and primary trait assessments; training teachers in clsssroom use. Levels of experience: Postsecondary

Writing Assessment Experience:
Developed assessment strategies for evaluating college level composition courses

TANNER, (cont.)

Related Professional Background:
Consultant for the Bay Area Writing Project, Berkeley, California
Instructor of Freshman Composition, University of California, Berkeley
Professor of Advanced Composition, Florida State University

WEST, WILLIAM W.

Position: Professor of Education
University of South Florida

Address: EDU 306G - U.S.F.
Tampa, FL 33620

Telephone:
Office: 813-974-2100
Home: 813-961-6167

Technical Assistance Capabilities:
Planning and conducting holistic, analytical and primary trait assessments; proposing alternative procedures to provide student reward, feedback and direction; developing and using objective tests; training teachers in classroom use; writing assessment research; designing alternative curricular procedures based on assessment insights. Levels of experience: Elementary, secondary and postsecondary

Writing Assessment Experience:
Director of project to develop the Florida Catalog of Performance Objectives in Reading and Language Arts, K-12
Author of Florida Statewide Student Assessment in Writing, grades 3, 5, 8 and 11
Corrector 1978 Writing Sample for College Entrance Examination Board, Atlantic City, New Jersey
Trainer and coordinator during scoring sessions of Florida Student Assessment in Writing, grades 3, 5, 8 and 11 in 1979-80
Wrote the specifications for the South Carolina writing assessment instrument to be given to all candidates for teacher-training programs in South Carolina colleges (and will be involved in the administration and correction)
Chief trainer in January 1981 training scorers in North Carolina for evaluation of the state writing sample

WEST, (cont.)

Professional Background:

M.A. English Education, State University of Iowa with thesis on teaching writing, 1953

Ph.D. English Education, Syracuse University with dissertation on the teaching of writing, 1968

English editor for D.C. Heath and Company, Boston, 1958-60

Author of materials related to composition, including: Developing Writing Skills, On Writing, By Writers, Ginn Secondary School English Language and Composition Series, Teaching the Gifted in the English Classroom and Follett's Teaching Spelling to Bilingual Students

GEORGIA

DASHER, THOMAS E.

Position: Assistant Professor of English

Address: L.B. 8132
Georgia Southern College
Statesboro, GA 30460

Telephone: 912-681-5371

Technical Assistance Capabilities:
Planning and conducting holistic writing assessments. Levels of experience: Postsecondary

Writing Assessment Experience:
Developed Freshman Placement Essay at the University of South Carolina

Related Professional Background:
No formal training in writing assessment

FREE, MARY G.

Position: Instructor
Department of English

Address: University of Georgia
Athens, GA 30602

Telephone: 404-549-8043

Technical Assistance Capabilities:
Planning and conducting holistic assessments; competency testing in composition. Levels of experience: Postsecondary, adult

Writing Assessment Experience:
Grader, University System of Georgia Regents' Test
Administrator, Regents' Remediation Program, University of Georgia
Grader, Freshman English Placement Test, University of Georgia

HUDSON, SALLY

Position: Graduate Assistant
University of Georgia

Address: 125 Aderhold
Athens, GA 30605

Telephone:
Office: 404-542-5674
Home: 404-543-6489

Technical Assistance Capabilities:
Planning and conducting holistic, analytical and writing mechanics assessments; training teachers in classroom use; writing assessment research. Levels of experience: Secondary

Writing Assessment Experience:
Gwinnett County, Georgia
Statewide Competency Based Education, Georgia

Related Professional Background:
M.Ed. and Ed.S. in English Education
Several state and national workshops National Council of Teachers of English
Field development and implementation of writing assessment projects for grades 7-10

KIRBY, DAN

Position: Associate Professor, Language Education
University of Georgia

Address: 125 Aderhold Hall
Athens, GA 30602

Telephone: 404-542-5674

Technical Assessment Capabilities:
Planning and conducting holistic, analytical and primary trait assessments; training teachers in classroom use; writing assessment research. Levels of experience: Secondary and postsecondary

Writing Assessment Experience:
Analytic assessment for Dougherty, Glynn, Cobb and Gwinnett counties, Georgia
Primary trait pilot test for State Department of Education
Developed scoring scales for new writing texts to be published by Allyn/Bacon

Related Professional Background:
University of Colorado writing assessment workshops
Independent research in comparisons of holistic and analytic scoring

UNGER, CHRISTINE W.

Position: Chair, Humanities Division

Address: Atlanta Junior College
1630 Stewart Avenue S.W.
Atlanta, GA 30310

Telephone:
Office: 404-656-6363
Home: 404-955-5434

Technical Assistance Capabilities:
Planning and conducting holistic and primary trait assessments. Levels of experience: Elementary, secondary, postsecondary and adult

Writing Assessment Experience:
Developed exam and scoring criteria for Atlanta Junior College freshman composition program
Helped establish competencies for two levels freshman composition
Rater for Georgia Regents' Testing Program

Related Professional Background:
Consultant for Southern Association of Colleges and Schools, Education Improvement Program, developing writing programs and assessment methods and tools
Graduate work in linguistics
Attendance at various workshops and extensive reading in the field

VEAL, L. RAMON

Position: Associate Professor
University of Georgia-Athens

Address: 125 Aderhold Hall
Athens, GA 30602

Telephone: 404-542-5674

Technical Assistance Capabilities:
Planning and conducting holistic, analytical and primary trait assessments; training teachers in classroom use; writing assessment research. Levels of experience: Secondary, postsecondary

Writing Assessment Experience:
University of Georgia at Athens - junior essay exams
Gwinnett County assessment (Georgia)
Georgia statewide writing assessment

Related Professional Background:
M.A. in English
Ph.D. in Secondary Curriculum
Several state and national National Council of Teachers of English workshops

HAWAII

NAKAMURA, RICHARD J.

Position: Educational Specialist III

Address: Room 1106
1270 Queen Emma Street
Honolulu, HI 96813

Telephone: 808-548-3164

Technical Assistance Capabilities:
Planning and conducting holistic assessments; trait scoring, training teachers in classroom use. Levels of experience: Elementary and secondary

Writing Assessment Experience:
Chairman of Task Force for Hawaii Writing Assessment

Related Professional Background:
B.A. English Education with emphasis on writing
Graduate courses in writing
Ed.D. in Educational Administration with coursework in evaluation
Teacher of high school writing courses
Chaired committee for developing instructional model for Hawaii State Department of Education

PORT, ANTONETTE

Position: Educational Specialist
Hawaii Department of Education

Address: Room 1106
1270 Queen Emma Street
Honolulu, HI 96813

Telephone: 808-548-3263

Technical Assistance Capabilities:
Planning and conducting holistic, analytical and primary trait assessments; training teachers in classroom use. Levels of experience: Elementary and secondary

Writing Assessment Experience:
Hawaii Statewide Writing Assessment of 1978

Related Professional Background:
Authored and edited textbooks on writing and composition
Played a major role in developing test items and scoring criteria for the Hawaii Assessment
Developed school assessment and improvement plans for writing

ILLINOIS

BOYD, CAROL

Position: Assoc. Professor and
English Department Chair

Address: Black Hawk College
Moline, IL 61265

Telephone: 309-786-4608

Technical Assistance Capabilities:
Conducting holistic and primary trait assessments; training teachers in classroom use; writing assessment research. Levels of experience: Postsecondary

Writing Assessment Experience:
Doctoral dissertation on primary trait research

Related Professional Background:
Ph.D. in English, University of Iowa with emphasis on rhetorical theory and teaching of college composition
Teacher of composition at high school and junior college level, for 17 years

HILLOCKS, GEORGE JR.

Position: Associate Professor
Depts. of Education and English

Address: University of Chicago
5835 S. Kimbark
Chicago, IL 60637

Telephone:
Office: 312-753-3826
Home: 312-955-8862

Technical Assistance Capabilities:
Planning and conducting holistic, analytical, primary trait assessments; training teachers in classroom use; developing scales for testing specific objectives. Levels of experience: Secondary and postsecondary

Writing Asssessment Experience:
Freshman English Program Assessment, Bowling Green State University, 1970-71
Two studies on writing assessment in progress

Related Professional Background:
Formal academic training in English literature.
Authored: Evaluation of Project Apex
"The Effect of Observational Activities on Student Writing."
RTE, February 1979
Broad base of practical experience in writing assessment

MUSIAL, DIANN

Position: Senior Research Analyst
Institute for Educational Research

Address: 793 North Main St. Telephone: 312-858-8060
Glen Ellyn, IL 60137

Technical Assistance Capabilities:
Planning and conducting primary trait assessments; Rasch calibrated item bank; developing and using objective tests; training teachers in classroom use; writing assessment research. Levels of experience: Elementary and secondary

Writing Assessment Experience:
Multiple choice item bank for writing assessment
Developed holistic scoring criteria for three school districts

Related Professional Background:
Doctorate in Measurement
Professional writer

PURVES, ALAN C.

Position: Director, Curriculum Laboratory
Professor of English Education
The Curriculum Laboratory

Address: 1210 West Springfield Avenue Telephone: 217-333-7909
Urbana, IL 61801

Technical Assistance Capabilities:
Planning and conducting holistic, analytical and primary trait assessments; developing and using objective tests; writing assessment research. Levels of experience: Elementary, secondary and postsecondary

Writing Assessment Experience:
IEA Survey of Achievement in Written Composition
Advanced Placement Program
NESC Assessment, New Zealand
National Assessment
Illinois Assessment

Related Professional Background:
Senior Examiner, Educational Testing Service

WAGNER, BETTY JANE

Position: Director, National College Writing Project

Address: 614 Ingleside Place
Evanston, IL 60201

Telephone: 312-475-1345 or
312-256-5150 x315

Technical Assistance Capabilities:
Planning and conducting primary trait assessments; training teachers in classroom use; writing assessment research; establishing competency-based college writing program. Levels of experience: Elementary, secondary and postsecondary

Writing Assessment Experience:
Assessment of writing of 1600 students, grades 1-12 in six school districts through the Chicago Area Writing Project, 1978-81

Related Professional Background:
B.A. Baylor College, English and Education
M.A. Northwestern University, Education
Teaching experience in elementary school through college level
College instructor for courses in composition, literature, writing skills
Numerous professional articles and papers presented including:
"What Research Tells Us About Revisions of Writing," Annual Conference of Illinois Association of Teachers of English, 1979
"A Valid Way to Assess the Effectiveness of a Writing Project," International Conference on the Teaching of English, Australia, 1980
Workshop consultant for teachers on writing skills, revision skills, research on the teaching and evaluation of writing

INDIANA

GASTON, THOMAS E.

Position: Director, Office of Writing Review

Address: 228 Heavilon Hall
Purdue University
West Lafayette, IN 47807

Telephone:
Office: 317-494-3724
Home: 317-742-4405

Technical Assistance Capabilities:
Planning and conducting analytical writing assessments; developing and using objective tests; training teachers in classroom use. Levels of experience: Secondary, postsecondary and adult

Writing Assessment Experience:
Developed Purdue University's analytical scoring system for testing English proficiency

Related Professional Background:
Undergraduate and graduate minors in psychology, including work on testing and psychometrics
Author and editor of The Diagnostic Tests of Basic Writing Skills
Coauthor of textbook on paragraph theory
Director, Purdue University's English Proficiency Testing Program, 1972 to present

GONZALEZ, LaVERNE

Position: Associate Professor
Director of Developmental Composition
English Department

Address: Purdue University
West Lafayette, IN 47907

Telephone: 317-494-4635

Technical Assistance Capabilities:
Planning and conducting holistic and analytical assessments; developing and using objective tests; training teachers in classroom use; writing assessment research. Levels of experience: Secondary and postsecondary

Writing Assessment Experience:
Director of Developmental Compositions Program at Purdue University; responsible for all writing assessments within the school program
Teacher of numerous seminars, including College Composition and Communication Conference workshops and National Council of Teachers of English workshops on writing assessment

GONZALEZ, cont.

Related Professional Background:
Director and teacher of the Developmental Writing Program at Purdue, 11 years
Participated in ETS workshops on writing
Evaluator for College Composition and Communication workshop
Chairperson for High School Creative Writing Contest sponsored by Purdue
Teacher of college level English

HARRIS, MURIEL

Position: Associate Professor of English
Writing Lab Director
Department of English

Address: Purdue University
West Lafayette, IN 47907

Telephone: 317-494-3723

Technical Assistance Capabilities:
Planning holistic and analytical assessments for writing labs; writing assessment research; individualized diagnosis and writing lab assessment. Level of experience: Postsecondary

Writing Assessment Experience:
Assessment and diagnosis for individualized and/or tutorial instruction

LAUER, JANICE M.

Position: Director, Graduate Program in Rhetoric & Composition
Director, Center for Interdisciplinary Studies in Composition
Department of English

Address: Purdue University
West Lafayette, IN 47907

Telephone:
Office: 317-494-3740
Home: 317-463-2850

Technical Assistance Capabilities:
Planning and conducting analytical and primary trait assessments; training teachers in classroom use; writing assessment research. Levels of experience: Postsecondary

Writing Assessment Experience:
Lauer Diagnostic Service--testing of entering students at college and university levels
ETS--consultant for writing assessment

Related Professional Background:
Doctorate with emphasis in rhetoric
Independent writing and research in the field

STERNGLASS, MARILYN S.

Position: Associate Professor of English
English Department

Address: Indiana University
Bloomington, IN 47405

Telephone:
Office: 812-337-1539
Home: 812-339-6829

Technical Assistance Capabilities:
Conducting holistic, analytical and Wilkinson model assessments; writing assessment research. Levels of experience: Postsecondary

Writing Assessment Experience:
Assessment of Basic Skills Writing Program, Indiana University
Assessment of individual student writing using Wilkinson model

Related Professional Background:
Professor of graduate programs for college teachers of writing, six years
Research in rhetorical theory, reading theory and cognitive theory as they relate to linguistic theory, eight years

THRASHER, VIRGINIA

Position: Coordinator, Writing Center for Teachers
Evansville-Vanderburgh School Corporation

Address: R.R. 1, Box 103
Gentryville, IN 47537

Telephone: 812-567-4292

Technical Assistance Capabilities:
Planning and conducting holistic, analytical and primary trait assessment; training teachers in classroom use; developing remedial programs and instructional materials. Levels of experience: Elementary and secondary

Writing Assessment Experience:
Conducted holistic scoring assessment of Individualized Language Arts pilot program in Evansville
Assisted ETS in conducting holistic scoring assessment for the Writing Center for Teachers, Evansville-Vanderburgh School Corporation
Scheduled to assist in primary trait assessment for Writing Lab, Central High School, spring 1981 (Evansville-Vanderburgh School Corporation)
Reader for ETS holistic scoring training seminar, Indianapolis Public Schools
Administered objective tests to 12 schools within the Evansville-Vanderburgh School Corporation, 1976-79
Developed test instruments to assess paragraph writing ability at seventh and eighth grades

THRASHER, (cont.)

Related Professional Background:
Attended various professional writers' seminars and training seminars including some given by ETS
Extensive experience in the field
Developed skill-change instrument to measure knowledge gain of writing skills presented in structured lessons

WOODMAN, LEONORA

Position: Director of Freshman Composition
Department of English

Address: Purdue University
West Lafayette, IN 47907

Telephone: 317-749-2672

Technical Assistance Capabilities:
Planning and conducting holistic and analytical writing assessments; training teachers in classroom use. Levels of experience: Postsecondary

Writing Assessment Experience:
Director of Freshman Composition, Purdue University, utilizing holistic and primary trait scoring for writing assessment

Related Professional Background:
Independent study of professional literature
Experience in teaching composition

WAINSCOTT, ROBIN

Position: Teacher

Address: 4146 N. Meridian
Indianapolis, IN

Telephone:
Office: 317-291-5250
Home: 317-283-7725

Technical Assistance Capabilities:
Planning and conducting holistic and analytical assessments; developing and using objective tests; training teachers in classroom use. Levels of experience: Elementary and secondary

Writing Assessment Experience:
Holistic writing sample assessment, fall and spring samples of every 1-6 grade child (involved approximately 1,000 teachers and 60,000 papers)
Deiderich Scale and holistic assessment of Title I writing lab participants and applicants at the junior and senior high level
Revision and rewriting of objective and criterion-referenced testing (grades 1-9) for diagnostic and summative purposes

WAINSCOTT, (cont.)

Related Professional Background:
Course work in testing procedures, writing assessment and statistics
Participant in Greater Phoenix Area Writing Project
Worked with district's Research and Development department in monitoring and assessing schools' objective and holistic writing assessments

YANCEY, KATHLEEN BLAKE

Position: Graduate Teaching Assistant
Purdue Writing Lab
Department of English

Address: Purdue University
West Lafayette, IN 47907

Telephone: 317-494-7885

Technical Assistance Capabilities:
Planning and conducting holistic, analytical and primary trait assessments; training teachers in classroom use; writing assessment research. Levels of experience: Secondary, postsecondary and adult

Writing Assessment Experience:
Establishing objectives for middle school writing program, Washington County, MD
Coadministering Office of Writing Review (a writing proficiency testing center), Purdue University
Teaching graduate assistants and high school teachers classroom and programmatic uses of holistic scoring (Purdue University and Indiana/NCTE)

Related Professional Background:
Coursework and preliminary exams completed for a Ph.D. in English with a specialization in rhetoric and composition. Also several courses in evaluation and measurement
Worked in the Office of Writing Review for over two years

IOWA

DAVIS, JAMES S.

Position: Language Arts Consultant
Grant Wood Area Education Agency

Address: 4401 Sixth St., S.W.
Cedar Rapids, IA 52404

Telephone: 319-399-6784

Technical Assistance Capabilities:
Planning and conducting holistic, analytical and primary trait assessments; training teachers in classroom use; attitude measures related to writing improvement; nontesting data on composition programs.
Levels of experience: Elementary and secondary

Writing Assessment Experience:
Cedar Rapids Community School District Writing Sample Assessment
Southeast Iowa Writing Project Evaluation
Local district writing assessment projects as part of consultant/ curriculum development responsibilities

Related Professional Background:
Ph.D. in English Education, University of Missouri-Columbia, including coursework in writing and assessment and experience teaching methods of teaching composition
National Council of Teachers of English (NCTE) and ETS workshops in writing assessment
Preparation and co-conducting of NCTE Spring Institutes-1979 on Minimum Competency Testing in Language Arts

DIEHL, PAUL B.

Position: Associate Professor
Department of English and
The Institute on Writing

Address: University of Iowa
Iowa City, IA 52242

Telephone:
Office: 319-353-7260
Home: 319-338-5754

Technical Assistance Capabilities:
Planning and conducting analytical, primary trait and cohesion analysis assessments; training teachers in classroom use; writing assessment research; directing workshops in writing for interdisciplinary faculty.
Levels of experience: Elementary, secondary, postsecondary and adult

DIEHL, (cont.)

Writing Assessment Experience:
Writing consultant, National Assessment of Educational Progess, responsible for developing and evaluating assessment procedures for the ten year assessment in primary trait scoring, cohesion trait scoring, syntactic analysis, and cohesion analysis, 1978-79
Consultant, 1980 Texas Assessment of Basic Skills
Consultant, 1981 Texas Assessment of Basic Skills, directing the development of Primary Trait System items for grades, 3, 5, and 12

Related Professional Background:
High school and college English teacher, 14 years
Proposed, developed and taught graduate and undergraduate courses in theories of discourse and the teaching and evaluation of writing, 1975-81
Helped propose and develop, and presently serving on the staff of the Institute on Writing, a joint project of the University of Iowa and the National Endowment of the Humanities, 1976-81
Designed and directed the National Institute of Education Research Project "Correlation of Stylistic Fluency and Judgment with Rhetorical Fluency and Judgment in the Writing of 17-Year Olds," 1978-79.
Directed numerous interdisciplinary faculty workshops in writing, 1975-80
Directed Primary Trait System Workshop for Iowa Education Agency, 1980

FOLSOM, LOWELL EDWIN

Position: Associate Professor, English
Department of English

Address: University of Iowa
Iowa City, IA 52242

Telephone:
Office: 319-353-3698
Home: 319-338-4683

Technical Assistance Capabilities:
Planning and conducting primary trait assessments; training teachers in classroom use. Levels of experience: Elementary, secondary and postsecondary

Writing Assessment Experience:
Consultant for Westinghouse DataScore Systems, contracted to design and conduct the Texas Assessment of Basic Skills in 1980. Responsible for designing writing items, creating scoring guides (primary trait), developing training materials, assessing try-outs and field trials at 3rd, 5th and 12th-grade levels for a statewide assessment of writing skills

Related Professional Background:
M.A., Ph.D. in English, University of Rochester
Attended forums at Iowa's Institute on Writing, 1979-80.

HOOTMAN, RICHARD S.

Position: Associate Professor
English and Rhetoric
English Department

Address: University of Iowa
Iowa City, IA 52242

Telephone: 319-353-3930

Technical Assistance Capabilities:
Planning and conducting holistic, analytical and primary trait assessments; training teachers in classroom use. Levels of experience: Elementary, secondary, postsecondary and adult

Writing Assessment Experience:
College Board reader
Exercise Development for National Assessment of Educational Progress
Consultant-rater for American College Testing COMP/ACT speech and writing components

Related Professional Background:
Writing assessment expertise acquired from on-the-job experience

HUNTLEY, RENEE M.

Position: Editorial Manager
American College Testing Program

Address: Test Development, AP
P.O. Box 168
Iowa City, IA 52243

Telephone: 319-337-1117

Technical Assistance Capabilities:
Planning and conducting holistic and analytical assessments; developing and using objective tests; training teachers in classroom use; writing assessment research. Levels of experience: Secondary, postsecondary and adult

Writing Assessment Experience:
American College Testing Assessment Program
American College Testing/College Outcome Measures Project
program-review and critique

Related Professional Background:
B.A. and M.A. English, with emphasis on teaching
Coursework in educational measurement
On-the-job training in (a) item writing and editing, (b) planning and development of curricular surveys and conferences, (c) developing indirect measures of writing skills, and (d) researching measurement of language skills and item writing practices

LLOYD-JONES, RICHARD

Position: Chair
Department of English

Address: 306 EPB
University of Iowa
Iowa City, IA 52240

Telephone:
Office: 319-353-5650
Home: 319-338-0695

Technical Assistance Capabilities:
Planning and conducting primary trait assessments; training teachers in classroom use; writing assessment research. Levels of experience: Elementary, secondary and postsecondary

Writing Assessment Experience:
Writing assessment - National Assessment of Educational Progress
American College Testing Program - College Outcome Measures Project

Related Professional Background:
30 years teaching writing
20 years teacning teachers of writing
20 years working on teams with psychometrists

MARTIN, CLEO

Position: Writing Supervisor, Rhetoric Program

Address: University of Iowa
Iowa City, IA 52242

Telephone:
Office: 319-353-3930
Home: 319-338-3154

Technical Assistance Capabilities:
Planning and conducting analytical and primary trait assessments; training teachers in classroom use. Levels of experience: Elementary, secondary, postsecondary

Writing Assessment Experience:
Prepared scoring guides for National Assessment of Educational Progress
Chairman of Placement and Exemption Testing in the University of Iowa Rhetoric Program, five years
Trained teachers K-12 in assessing writing samples for Southwest Iowa Writing Project

Related Professional Background:
Writing supervisor of Rhetoric Program, ten years
Teacher for NEH Institutes for directors of freshman composition
Teacher for summer institutes for language arts teachers, K-12
College level writing teacher, 20 years
Chairman of staff training program for teaching assistants, seven years
Extensive independent study

STEELE, JOE M.

Position: Research Psychologist
American College Testing (ACT)

Address: P.O. Box 168
Iowa City, IA 52243

Telephone: 319-337-1121

Technical Assistance Capabilities:
Planning and conducting holistic and analytical assessments; training teachers in classroom use; writing assessment research; psychometric evaluation. Levels of experience: Postsecondary and adult

Writing Assessment Experience:
College Outcome Measures Project (COMP), responsible for developing COMP writing assessments and rating scales for four years

Related Professional Background:
Taught elementary grades five years
Educational evaluation, 11 years
B.A. English

KANSAS

CRISP, RAYMOND D.

Position: Coordinator, Language Arts Education
Wichita Public Schools

Address: Educational Services Building
640 North Emporia
Wichita, KS 67214

Telephone: 316-268-7864

Technical Assistance Capabilities:
Planning and conducting holistic, analytical and primary trait assessments; developing and using objective tests; training teachers in classroom use; using writing samples with objective tests. Levels of experience: Elementary and secondary

Writing Assessment Experience:
Wichita Writing Improvement Program
Secondary School Writing Assessment, 1979-81
Elementary School Writing Assessment, 1980-81
Kansas Writing Project
New Jersey Writing Project

Related Professional Background:
Formal training in linguistics and composition, reading and discussing composition and its evaluation
Taught composition and attended numerous professional conferences on composing and evaluating composition

MEADE, MICHAEL F.

Position: Associate Professor of English

Address: Ft. Hays State University
Hays, KS 67601

Telephone: 913-628-4000

Technical Assistance Capabilities:
Planning and conducting holistic and analytical assessments. Levels of experience: Postsecondary and adult

Writing Assessment Experience:
Reader for advanced placement examinations, Ft. Hays State University

Related Professional Background:
Taught university classes in writing and literary criticism

UNDERWOOD, JUNE O.

Position: Associate Professor of English
Department of English

Address: Emporia State University
Emporia, KS 66801

Telephone: 316-343-1200 x216

Technical Assistance Capabilities:
Planning and conducting holistic assessments. Levels of experience: Postsecondary

Writing Assessment Experience:
Developer and director of Writing Competency Assessment Program, Emporia State University, 1979 to present

Related Professional Background:
Teacher of composition for 15 years
Participant in all of the Conference on College Composition and Communication testing workshops
Participant in ETS holistic scoring workshop
Independent research on holistic scoring

ZOLLER, PETER T.

Position: Associate Professor and
Director of English Composition

Address: Wichita State University
Wichita, KS 67208

Telephone: 316-689-3137

Technical Assistance Capabilities:
Planning and conducting holistic, analytical and primary trait assessments; developing and using objective tests; training teachers in classroom use; writing assessment research. Levels of experience: Elementary, secondary, postsecondary and adult

Writing Assessment Experience:
Consultant to city of Wichita, Boeing-Wichita, Beech-Wichita for assessing and improving writing
Author of various papers and workshops on improving writing

Related Professional Background:
Director of Freshman English and responsible for teaching assistants at University of California-Riverside, 1971-73
Director of English Composition at Wichita State University, 1973 to present
Member of Task Force on Teacher Competency

KENTUCKY

HELLSTROM, WARD

Position: Dean, Potter College of Arts & Humanities

Address: Western Kentucky University
Bowling Green, KY 42101

Telephone:
Office: 502-745-2345
Home: 502-782-7213

Technical Assistance Capabilities:
Planning analytical assessments; training teachers in classroom use.
Levels of experience: Postsecondary

Writing Assessment Experience:
Member of Florida State Task Force on Essential Academic Skills, 1979-81
Chairman of Composition Task Force, 1978-79

Related Professional Background:
Teacher of composition for 25 years
Member of Advisory Council Office of Instructional Resources
Member of General Education Council

LOUISIANA

CHRISTIAN, REBECCA S.

Position: Assistant Director
Bureau of Accountability

Address: Louisiana Department of Education
P.O. Box 44064
Baton Rouge, LA 70804

Telephone: 504-342-3751

Technical Assistance Capabilities:
Planning and conducting primary trait and secondary trait assessments; training teachers in classroom use. Levels of experience: Elementary and secondary

Writing Assessment Experience:
Developed, implemented and administered state writing assessment
Worked with a committee of English/Language Arts educators/contractors to establish assessment, develop items and scoring procedures
Trained scorers for assessment

Related Professional Background:
Test and measurement training at Louisiana State University
Worked with state writing assessment since 1973
Collaborated with National Assessment of Educational Programs, National Testing Service and other state assessment directors in working on state assessment strategies
Participant in Northwest Regional Educational Laboratory Writing Assessment Seminar, 1980

GARAY, MARY SANDERS

Position: Instructor, Department of English

Address: Louisiana State University
Baton Rouge, LA 70803

Telephone: 504-388-5922

Technical Assistance Capabilities:
Planning a writing assessment; training teachers in classroom use; diagnosing students' writing problems. Levels of experience: Postsecondary, adult

Writing Assessment Experience:
Twelve years as teacher of composition
Former director of LSU writing lab
One-on-one work with upper level college students in remedial writing skills

GARRETT, LYNN

Position: Assistant Professor
Assistant to Chairman, Freshman English
Department of English

Address: Louisiana State University
Baton Rouge, LA 70803

Telephone: 504-388-2236
504-388-5922

Technical Assistance Capabilities:
Assessing effectiveness of topics; editing, clarifying writing. Levels of experience: Postsecondary

Writing Assessment Experience:
Chairman, Proficiency Committee, Louisiana State University, one year; member, two years
Main reader for student placement, Louisiana State University, 1975 to present

Related Professional Background:
B.A. Journalism
M.A. English
Newspaper work, six years
Public relations work, four years
University teaching, 12 years
Administrative work for freshman writing program, Louisiana State University, six years

KING, JEAN A.

Position: Assistant Professor
Department of Education

Address: Tulane University
New Orleans, LA 70118

Telephone: 504-865-5342

Technical Assistance Capabilities:
Planning and conducting holistic assessments; developing and using objective tests; training teachers in classroom use; psychometric evaluation. Levels of experience: Secondary and postsecondary

Writing Assessment Experience:
Participated in two school-wide assessments as junior high school English teacher in Ithaca, New York
Research assistant for a research project on writing sponsored by the Sloan Foundation, 1978

KING, (cont.)

Related Professional Background:
Ph.D. work included a minor in writing research and in measurement and evaluation, Ph.D. Cornell University, 1979
Taught writing on every grade level, 7-13
Papers include:
"Measurement and the Writing Teacher: The Not-So-Odd Couple," NCTE, 1978
"Correcting Writing in the Content Areas," Canadian Council of Teachers of English, 1980

McCREADY, MICHAEL

Position: Associate Professor, Teacher Education

Address: Louisiana Tech University
Ruston, LA 71272

Telephone: 318-257-4040

Technical Assistance Capabilities:
Planning and conducting primary trait assessments; developing and using objective tests; training teachers in classroom use; writing assessment research; psychometric evaluations. Levels of experience: Elementary, secondary and postsecondary

Writing Assessment Experience:
Participated in Louisiana Writing Assessment--developed Louisiana minimum standards in writing, trained scorers for Louisiana Assessment, developed and field-tested items, and coordinated scoring and analysis of data from the 1981 assessment

Related Professional Background:
Instructor of college freshman English

MELTON, VIRGINIA S.

Position: Associate Professor
Teacher Education

Address: Louisiana Tech University
Ruston, LA 71272

Telephone:
Office: 318-257-3201
Home: 318-396-4469

Technical Assistance Capabilities:
Planning and conducting primary trait assessments; developing and using objective tests; training teachers in classroom use; writing assessment research; psychometric evaluation. Levels of experience: Elementary, secondary and postsecondary

MELTON, (cont.)

Writing Assessment Experience:
Training scorers for Louisiana Statewide Writing Assessment, 1979-80
Directing scoring for 1979 and 1980 Louisiana Writing Assessment
Developing, field testing and analyzing items for 1980-81 Louisiana Writing Assessment
Developing, field testing, and analyzing items for Ouachita Parish Public School Writing Assessment Program
Consultant to Public School Systems to train teachers to evaluate writing

Related Professional Background:
English was undergraduate minor and related field in graduate programs
Eighteen graduate hours in research and statistics including advanced testing and measurement
Recognized by Louisiana State Department of Education as meeting qualifications for State Evaluator
Experienced in developing, field testing and analyzing tests for school systems

NARDIN, JAMES T.

Position: Professor of English
Department of English

Address: Louisiana State University
Baton Rouge, LA 70803

Telephone: 504-388-5922

Technical Assistance Capabilities:
Planning and conducting holistic and analytical writing assessments; training teachers in classroom use. Levels of experience: Secondary and postsecondary

Writing Assessment Experience:
Grader and table leader for ETS's Advanced Placement Test and grader for the English Composition Test for ETS, 1963-80
Conducted local statewide assessments including organizing the examination and the rater group

Related Professional Background:
Director of Freshman English, University of Northern Colorado, 1955-62
Director of Freshman English, Louisiana State University, 1967-75
Composition teacher for about 40 years

NOLA, DONNA

Position: Administrative Officer
Bureau of Accountability

Address: Louisiana Department of Education
P.O. Box 44064
Baton Rouge, LA 70804

Telephone: 504-342-1148

Technical Assistance Capabilities:
Planning and conducting primary trait assessment; training teachers in classroom use. Levels of experience: Elementary and secondary

Writing Assessment Experience:
Assisted in the Louisiana State Writing Assessment by training teachers to score essays

PENFIELD, ELIZABETH F.

Position: Associate Professor of English
Department of English

Address: University of New Orleans
New Orleans, LA 70122

Telephone:
Office: 504-286-7079
Home: 504-566-7457

Technical Assistance Capabilities:
Planning and conducting holistic assessments; training teachers in classroom use. Levels of experience: Secondary and postsecondary

Writing Assessment Experience:
Consultant responsible for devising and implementing writing assessment program for Jefferson Parish, Louisiana
Member of committee responsible for revising state writing assessment program for Louisiana
Administrator responsible for devising and implementing writing assessment exit test for remedial students, University of New Orleans

Related Professional Background:
Degree in Literature
Experience in writing
Independent study

MAINE

BERUBE, BARNEY

Position: Consultant, Language Arts English
Maine State Department of Educational and Cultural Services

Address: State House
Station 23
Augusta, ME 04333

Telephone: 207-289-2033

Technical Assistance Capabilities:
Conducting holistic and primary trait assessments; training teachers in classroom use. Levels of experience: Elementary and secondary

Writing Assessment Experience:
Conducted writing assessment of holistic scoring (trained 300 teachers and administrators)
Validated ILA programs and performed teacher training in Individualized Language Arts-National Diffusion Network

Related Professional Background:
Teacher at secondary level
Attended variety of workshops on writing assessment, including formal training in holistic scoring and limited primary trait scoring

CARPENTER, WILLIAM

Position: Director, Writing Program

Address: College of the Atlantic
Bar Harbor, ME 04609

Telephone: 207-288-5015 x28
207-567-4172

Technical Assistance Capabilities:
Conducting holistic and analytical assessments; training teachers in classroom use. Levels of experience: Secondary and postsecondary

Writing Assessment Experience:
Reader, ETS English Composition and Advanced Placement Tests, 1969-80
Consultant, workshop leader in holistic scoring, Maine State Department of Educational and Cultural Services

Related Professional Background:
Ph.D. in English, University of Minnesota

HANNAFORD, REGINALD L.

Position: Instructor Latin/English

Address: Walton School
Auburn, ME 04210

Telephone:
Office: 207-784-1528
Home: 207-729-9321

Technical Assistance Capabilities:
Planning and conducting holistic, analytical and primary trait assessments; developing and using objective tests; training teachers in classroom use; writing assessment research; psychometric evaluation; bilingualism and writing programs. Levels of experience: Elementary, secondary and postsecondary

Writing Assessment Experience:
Table leader for ETS composition tests, Advanced Placement English, 1954 to present
Vice chairman of Maine State Department of Education Committee on Competency Exams, 1968-69
Consultant to Portland Public School Writing Assessment Program; designed testing program, trained staff, evaluated results, 1968-70

Related Professional Background:
M.Ed. Measurement and Curriculum Design, Harvard
A.B. English and Linguistics, Harvard
Extensive teaching experience at secondary and college level (Harvard, Bowdoin, University of Tel Aviv)
Conducted numerous seminars on writing skills and measurement
Conducted inservice training programs for teachers in writing assessment

JOYCE, CATHERINE V.

Position: Teacher

Address: Deering High School
Portland, ME 04103

Technical Assistance Capabilities:
Conducting holistic assessments; training teachers in classroom use.
Levels of experience: Secondary and adult

Writing Assessment Experience:
Reader for ETS English Achievement tests for 18 years
Workshop leader for training classroom teachers in holistic scoring for State of Maine
Committee member for evaluating essay questions for the National Assessment Tests

Related Professional Background:
Teacher of advanced writing, Deering High School, 20 years

STROM, MARGARET A.

Position: Consultant, Composition and Technical Writing

Address: 1331 Essex Street
Bangor, ME 04401

Telephone: 207-945-6072

Technical Assistance Capabilities:
Planning and conducting holistic and analytical assessments; developing and using objective tests; training teachers in classroom use; writing assessment research. Levels of experience: Elementary, secondary, postsecondary and adult

Writing Assessment Experience:
Developed and coordinated remedial composition program, George Washington University
Developed course "Composition for Teachers of English in High School," George Washington University, including writing assessment guidelines
Reader in Perceptions of Writing Skills Project for ETS, 1980
Acting coordinator of composition program, evaluating writing assessments of other teachers

Related Professional Background:
B.A. English, American University, 1967
M.A. English and American Literature, University of Maryland, 1970, teaching fellow and instructor
Ed.D., George Washington University, expected 1981
Authored textbook: Expository Writing for Accountants

VLADIMIROFF, DORIS C.

Position: Director, Upward Bound Project

Address: Ham House
Bowdoin College
Brunswick, ME 04011

Telephone: 207-725-8731 x559

Technical Assistance Capabilities:
Planning and conducting holistic and analytical assessments; training teachers in classroom use. Levels of experience: Secondary, postsecondary and adult

Writing Assessment Experience:
Reader for ETS English Composition Test, 10 years
Pre- and post-writing assessments for Upward Bound students, including workshops, 15 years
Pre- and post-writing assessments for university students
Assessments for gifted secondary school students

VLADIMIROFF, (cont.)

Related Professional Background:
B.A. English, Duke University
M.A. Middlebury
Writers' Conference, Middlebury
Graduate work in English at Yale, University of Nottingham, England and the New School for Social Research
Senior English instructor, University of Maine

MARYLAND

MEYERS, G. DOUGLAS

Position: Assistant Professor
Department of English

Address: University of Maryland
College Park, MD 20742

Telephone: 301-454-2529

Technical Assistance Capabilities:
Planning a writing assessment; training teachers in classroom use. Level of experience: Postsecondary

Writing Assessment Experience:
Conducted two training workshops for outside readers using the Deiderich scale.
Preparing a primary trait rubric and scoring guide to be used with the Maryland Junior Composition Program

Related Professional Background:
Taught writing at high school level
Consultant to revise the writing skills scope and sequences, grades 5-12 (St. Mary's County, Maryland)
Coursework in composition, educational measurement and statistics

WILLIAMS, PAUL L.

Position: Chief, Program Assessment Branch
Maryland State Department of Education

Address: 200 W. Baltimore Street
Baltimore, MD 21201

Telephone: 301-659-2382

Technical Assistance Capabilities:
Planning an assessment; developing and using objective tests; writing assessment research; psychometric evaluations, latent trait analysis. Levels of experience: Elementary and secondary

Writing Assessment Experience:
Virginia Basic Learning Skills
Maryland Basic Skills Writing Test

Related Professional Background:
Advanced degrees, measurement and statistics

MASSACHUSETTS

NAJIMY, NORMAN C.

Position: Principal
Crosby Middle School

Address: Pittsfield, MA 01201

Telephone:
Office: 413-499-1259
Home: 413-442-5190

Technical Assistance Capabilities:
Planning and conducting holistic, analytical and primary trait assessments; developing and using objective tests; training teachers in classroom use; involving faculty in developing student writing skills.
Levels of experience: Elementary, secondary and adult

Writing Assessment Experience:
Massachusetts Department of Education Communications Competencies Task Force--Led statewide holistic scoring training, developed writing assessment report
Pittsfield Writing Assessment Project
Inservice workshops on writing assessment

Related Professional Background:
Linguistic and writing training at SUNY-Albany, University of Massachusetts, Williams College
Developed four National Council of Teachers of English recommended curriculum guides
Authored, Measure for Measure: A Guide for Evaluating Students' Writing

SAGER, CAROL

Position: Assistant Superintendent of Schools
Wilmington Public Schools

Address: 159 Church Street
Wilmington, MA 01887

Telephone: 617-658-2052

Technical Assistance Capabilities:
Planning and conducting holistic, analytical and primary trait assessments; training teachers in classroom use. Levels of experience: Elementary

Related Professional Background:
Ed.D. Curriculum and Instruction/Reading and Language Education, Boston University
Invited participant in National Council of Teachers of English Conference on Research in Written Composition, Chicago, 1976

SAGER, (cont.)

Published works include:
"Sager Writing Scale," Measures for Research and Evaluation in the English Language Arts, NCTE, 1975
Research--"Improving the Quality of Written Composition," report, 1975
Reading, Writing and Rating Stories: A Program for Improving Writing in the Middle Grades, 1976.
Reviewed manuscripts for Addison-Wesley Publishing Company, and Holt, Rinehart and Winston Publishing Company
Elected member of National Countil of Research in English, 1973
Teacher, all grade levels, elementary through continuing education

MICHIGAN

BAILEY, RICHARD W.

Position: Professor of English
Director of Research for English Composition Board
Department of English

Address: University of Michigan Telephone: 313-764-6354
Ann Arbor, MI 48104

Technical Assistance Capabilities:
Planning and conducting holistic assessments; training teachers in classroom use; writing assessment research; psychometric evaluations.
Levels of experience: Secondary and postsecondary

Writing Assessment Experience:
University of Michigan Writing Assessment (administered since 1978 to some 11,000 students)

Related Professional Background:
Study and research in linguistics, rhetoric and statistics

BRENGLE, RICHARD T.

Position: Lecturer
Address: University of Michigan

Address: 1025 Angell Hall Telephone: 313-764-0429
Ann Arbor, MI 48109

Technical Assistance Capabilities:
Planning and conducting holistic and primary trait assessments; training teachers in classroom use; writing assessment research; psychometric evaluation; program evaluation. Levels of experience: Secondary and postsecondary

Writing Assessment Experience:
University of Michigan Writing Assessment. (administered by the English Composition Board)

Related Professional Background:
Studied rhetoric, composition, stylistics, dialectology and discourse analysis at the graduate level
Assistant Director of Introductory Composition at the University of Michigan
Research Assistant in English Composition Board research
English Composition Board Lecturer in charge of program evaluation

CLARK, MICHAEL P.

Position: Assistant Professor
Director of Assessment, English Composition Board
English Department

Address: University of Michigan
Ann Arbor, MI 48109

Telephone:
Office: 313-764-6356/6330
Home: 313-769-3446

Technical Assistance Capabilities:
Planning and conducting holistic, analytical, primary trait (or combinations) assessments; developing and using objective tests; training teachers in classroom use; socio-linguistic analysis of tests and testing objectives. Levels of experience: Secondary and postsecondary

Writing Assessment Experience:
University of Michigan Assessment Program
University of California-Irvine Assessment Program

Related Professional Background:
Director of Freshman English, University of California-Irvine
Associate Director of Freshman English, University of Michigan
Independent research and analysis published in College English and Re-Inventing the Rhetorical Tradition, ed. I. Pringle (NCTE)

DRZICK, KATHLEEN E.

Position: Assistant Professor
English Department

Address: Western Michigan University
716 Sprau Tower
Kalamazoo, MI 49008

Telephone:
Office: 616-383-1718
Home: 616-375-4821

Technical Assistance Capabilities:
Planning and conducting holistic, analytical, primary trait and criterion-referenced assessments; training teachers in classroom use; writing assessment research; training in developing criterion-referenced instruments. Levels of experience: Elementary, secondary and postsecondary

Writing Assessment Experience:
Coadministered a writing assessment of incoming freshman at Western Michigan University for past four years
Consultant to the Michigan Department of Education for developing a primary trait scoring model

DRZICK, (cont.)

Related Professional Background:
Teaching courses in journalism, freshman composition, advanced composition, and methods of teaching writing
Committee chairperson for developing a writing assessment for the English Department
Conducted inservice for Michigan teachers on developing assessment models for their schools

MAKEMSON, LINDA R.

Position: Elementary Principal

Address: 48400 Sugarbush Road
New Baltimore, MI 48047
Telephone: 313-949-4920

Technical Assistance Capabilities:
Planning and conducting holistic, analytical and primary and secondary trait assessments; developing and using objective tests; training teachers in classroom use; application of readability formulas. Levels of experience: Elementary

Writing Assessment Experience:
Project Director for ESEA IV-C Planning Grant

Related Professional Background:
Title I Director, developing curriculum to improve writing skills of elementary children
District testing coordinator

MORRIS, BARBRA S.

Position: Associate Chairman
English Composition Board

Address: 1208 Cambridge Court
Ann Arbor, MI 48104
Telephone: 313-764-0429

Technical Assistance Capabilities:
Planning and conducting holistic assessments; training teachers in classroom use; writing assessment research. Levels of experience: Secondary and postsecondary

Writing Assessment Experience:
Development of University of Michigan Freshman Composition Program, 1978 to present

MORRIS, (cont.)

Related Professional Background:
A.B. English and Philosophy, University of Delaware, 1956
A.M. English Language and Literature, University of Michigan, 1970
A.D. English Language and Literature, University of Michigan, 1974
Statewide and national consulting regarding the University of Michigan Writing Program and the teaching of writing across the curriculum (over 50 schools and colleges since 1978)
Presented "Report on the Summer '79 Experiment With a Visual Stimulus in the Michigan Assessment," College Composition and Communication Conference, (4C's) 1980
Presented "Videotape and Writing in the Michigan Assessment," 4C's Conference, 1979

ROEBER, EDWARD D.

Position: Supervisor
Michigan Educational Assessment Program

Address: Michigan Department of Education
P.O. Box 30008
Lansing, MI 48909

Telephone: 517-373-8393

Technical Assistance Capabilities:
Planning and conducting holistic and primary trait assessments; psychometric evaluations; developing tests. Levels of experience: Elementary and secondary

Writing Assessment Experience:
Assisted National Assessment of Educational Progress assessments in developing objectives and holistic scoring
Michigan State writing assessments

Related Professional Background:
Ph.D. in Measurement and Evaluation
Eleven years assessment experience

SAMPSON, PAULINE P.

Position: Chair, English
Lahser High School

Address: 3456 Lahser Road
Bloomfield Hills, MI 48013

Telephone:
Office: 313-338-0311
Home: 313-335-3714

Technical Assistance Capabilities:
Planning and conducting holistic, analytical and primary trait assessments; training teachers in classroom use; writing assessment research. Levels of experience: Secondary

Writing Assessment Experience:
Michigan Educational Assessment Program, 1960-72
Consultant to Harrisburg, Pennsylvania schools
Consultant to Flemington-Rariton, New Jersey schools
Member of Michigan State Advisory Council, developing criterion-referenced tests in language arts
Michigan Assessment of Writing Skills (developed teacher competencies, objectives and criteria for evaluation), 1979

Related Professional Background:
Teacher-trainer at ETS
Language Arts department head for 17 years
Speaker for Michigan Educational Research Association, Mid-Western Educational Research Association Annual Conference, and Annual Michigan State Testing Conferences
Author of numerous articles on developing language arts curriculum

MINNESOTA

BUELER, LOIS E.

Position: Associate Professor
Department of English

Address: Winona State University
Winona, MN 55987

Telephone: 507-457-2946

Technical Assistance Capabilities:
Conducting holistic assessments; training teachers in classroom use.
Levels of experience: Postsecondary

Writing Assessment Experience:
Table leader and essay reader (holistic scoring) for ETS College Level English Proficiency Exam
Director, Great River Writing Project

Related Professional Background:
Taught K-13 teachers holistic scoring procedures and classroom applications

COLWELL, JIM

Position: Assessment Unit

Address: Minnesota Dept. of Education
731 Capitol Square Bldg.
St. Paul, MN 55101

Telephone: 612-296-2960

Technical Assistance Capabilities:
Conducting primary trait and mechanics assessment. Levels of experience: Elementary and secondary

Writing Assessment Experience:
Wrote and edited items for Bloomington, Minnesota Writing Assessment
Trained and supervised scorers, established scoring criteria and implemented Minnesota Statewide Assessment in school districts, 1979-80

Related Professional Background:
High school English/Humanities teacher, seven years

RUUD, ORVILLE

Position: Director
Curriculum, Evaluation Data Processing

Address: 10709 Morgan Avenue South
Bloomington, MN 55431

Telephone: 612-887-9138

Technical Assistance Capabilities:
Planning and conducting holistic and primary trait assessments; training teachers in classroom use; data processing and reporting. Levels of experience: Elementary and secondary

Writing Assessment Experience:
Designed, scored, processed, reported results for the following assessments:
Bloomington Public Schools - Bloomington, MN
Minnesota Educational Service Unit - N.W. Minn-Thief River Falls, MN
Department of Defense Schools - Karlsruhe, Germany
Minnesota Department of Education
Mounds View Public Schools - Mounds View, MN

Related Professional Background:
Scorer training acquired through National Assessment of Educational Progress

SUSHAK, ELLEN

Position: Assessment Specialist
State Department of Education

Address: 734 Capitol Square
550 Cedar Street
St. Paul, MN 55101

Telephone: 612-296-6005

Technical Assistance Capabilities:
Planning and conducting primary trait assessments. Levels of experience: Elementary and secondary

Writing Assessment Experience:
Assisted in planning and implementing Minnesota Assessment of Writing, 1979-80

Related Professional Background:
English teacher at secondary level, five years
Consultant for local school districts using Minnesota Assessment instruments, five years

TANDY, KEITH A.

Position: Director, Prairie Writing Project
Department of English

Address: Moorhead State University Telephone: 218-236-2235
Moorhead, MN 56560

Technical Assistance Capabilities:
Conducting holistic and analytical assessments; developing and using objective tests; training teachers in classroom use. Levels of experience: Postsecondary

Writing Assessment Experience:
Involved in analytical assessment of student prose in remedial English, University of California-Berkeley, five years
Developed and administered English Diagnostic Examination at Moorhead State University (objective test plus holistic scoring of student prose), four years
Reader for California State University System diagnostic examination

Related Professional Background:
Member of examination writing committee for remedial English, University of California-Berkeley
Participant in the Bay Area Writing Project, led by head examiner from ETS

YOUNGSTROM, MARK

Position: Program Specialist, Communications
Minnesota State Department of Education

Address: 648 Capitol Square Bldg. Telephone: 612-296-4077
St. Paul, MN 55101

Technical Assistance Capabilities:
Planning and conducting primary trait assessments; training teachers in classroom use. Levels of experience: Elementary and secondary

Writing Assessment Experience:
Mounds View School District, St. Paul, Minnesota Writing Assessment
State of Minnesota Writing Assessment--involved in the development, scoring and reporting phases

Related Professional Background:
Directed the development of and implemented a sample writing assessment at Mounds View School District
Worked with classroom teachers on improving writing instruction

MISSISSIPPI

BLACKBURN, MAXINE L.

Position: Director, Field/Lab Experiences
Coordinator, Adm. to Teacher Education
Assistant Professor-Secondary Education
School of Education

Address: University of Mississippi Telephone: 601-232-7153
University, MS 38677

Technical Assistance Capabilities:
Planning and conducting holistic assessments; training teachers in classroom use. Levels of experience: Secondary and postsecondary

Writing Assessment Experience:
Co-developer and administrator for English proficiency examination for teacher education applicants, University of Mississippi

Related Professional Background:
Taught high school English with emphasis on writing, five years
Taught methods of teaching English, 11 years
M.A. Secondary English

WHITE, JACK H.

Position: Director of Writing
Mississippi State University

Address: P.O. Drawer E Telephone: 601-325-3644
Mississippi State, MS 39762

Technical Assistance Capabilities:
Planning and conducting holistic, analytical and primary trait assessments; developing and using objective tests; training teachers in classroom use. Levels of experience: Postsecondary

Writing Assessment Experience:
Director of Writing, Mississippi State University, responsible for all aspects of the college writing program

Related Professional Background:
Doctoral level training in language study and linguistics
One of 22 participants selected nationally for the 1979 Institute on Writing, University of Iowa
Independent research and study

MISSOURI

BRAND, ALICE G.

Position: Assistant Professor of English
Director, Continuing Education Writing Programs
University of Missouri-St. Louis

Address: Lucas Hall
8001 Natural Bridge Road
St. Louis, MO 63121

Telephone:
Office: 314-553-5541
Home: 314-726-3266

Technical Assistance Capabilities:
Conducting holistic, analytical and primary trait assessments; training teachers in classroom use; writing assessment research. Levels of experience: Elementary, secondary, postsecondary and adult

Writing Assessment Experience:
Writing component coordinator, Middlesex County Teen Arts Program, Rutgers University, 1980
Director, Creative Writing Center, New Jersey State Teen Arts Program, Rutgers University, 1979-80
Administrator/Leader, Prison Writing Programs, Middlesex County Adult Corrections Center and Juvenile Facilities, 1979-80

Related Professional Background:
B.A. Psychology, City College of New York
Ed.M. English Education, Rutgers University
Ed.D. English Education, Rutgers University
Teaching experience in elementary school through college level
College courses in remedial reading/writing, poetry writing, English composition, language arts curriculum, creative writing
Numerous professional articles in addition to a book, Therapy in Writing: A Psycho-educational Enterprise, (D.C. Heath, 1980)
Presentations at College Composition and Communications Conference on English Education and university writing conferences
Supervisor of pre-service English teachers, Rutgers University,
Administrator/Researcher, Intensive Writing Program, New Jersey Public Secondary Schools, 1977-78

FLINN, JANE ZENI

Position: Co-Director, Gateway Writing Project
Instructor, English-Education
University of Missouri-St. Louis

Address: 7472 Cornell
St. Louis, MO

Telephone: 314-725-4331

Technical Assistance Capabilities:
Planning holistic assessments, error analysis; T-unit analysis; training teachers in classroom use. Levels of experience: Elementary, secondary and postsecondary

Writing Assessment Experience:
Gateway Writing Project, 1979, responsible for training teachers in holistic scoring and conducting detailed analysis of essays
Ferguson-Florrissant 1981 Basic Skills assessment of writing, currently serving as consultant
Responsible for holistic scoring of pre-post essays in English Department at University of Missouri-St. Louis

Related Professional Background:
M.Ed. in Language Arts Curriculum, Ontario Institute for Studies in Education
Taught elementary, secondary and college writing courses
Published numerous papers on current theory, research and methods in writing education
Published reviews of national writing evaluation projects, including National Assessment of Educational Progress (NAEP)

HUNT, DOUGLAS G.

Position: Assistant Director
Learning Center

Address: 304 Watson Place
University of Missouri
Columbia, MO 65211

Telephone: 314-882-2493

Technical Assistance Capabilities:
Planning and conducting holistic assessments. Levels of experience: Postsecondary

Writing Assessment Experience:
Participated in holistic evaluation of essay examinations as a means of establishing departmental composition course standards (University of Missouri)

Related Professional Background:
B.A. in English Literature
B.A. and M.A. in English Language and Literature, Oxford University

VERITY, DENNIS H.

Position: Director of Development and Institutional Research
St. Louis Community College

Address: 5801 Wilson
St. Louis, MO 63110

Telephone: 314-644-9636

Technical Assistance Capabilities:
Planning primary trait assessments; writing assessment research; developing materials. Levels of experience: Elementary, secondary, postsecondary and adult

Related Professional Background:
Taught courses in writing and curriculum for 11 years
Involved in materials development in writing assessment and composition

MONTANA

ADLER, RICHARD R.

Position: Director, Teacher-Training, English
Director, Montana Writing Project
English Department

Address: University of Montana
Missoula, MT 59812

Telephone:
Office: 406-243-2051
Home: 406-728-2637

Technical Assistance Capabilities:
Planning and conducting holistic, analytical and primary trait assessments; training teachers in classroom use; writing assessment research; charting writing development grades 1-8; developing curriculum which responds to assessment findings. Levels of experience: Elementary, secondary and postsecondary

Writing Assessment Experience:
Elementary District, Missoula, Montana
Elementary District, Billings, Montana
Montana Writing Project
Whitefish Public Schools, Montana
University of Montana Experimental Computer Writing Project

Related Professional Background:
Ph.D. Dissertation, "Writing about Literature"
National Writing Project Bay Area Writing Project (BAWP), four years
Twenty years teaching writing
Director of Montana Writing Project, four years
Curriculum work writing in U.S., Canada, Pakistan, India, Greece. Australia
Extensive work in public schools

FOLSOM, JACK

Position: Professor of English
Director of Writing Center
Department of English

Address: Montana State University
Bozeman, MT 59717

Telephone: 406-994-3768

Technical Assistance Capabilities:
Planning and conducting holistic, analytical and primary trait assessments; training teachers in classroom use. Levels of experience: Secondary and postsecondary

FOLSOM, (cont.)

Writing Assessment Experience:
Developer and administrator of Montana State University writing assessment program, 1979 to present
State coordinator for National Council of Teachers of English (NCTE) Achievement Awards

Related Professional Background:
Participated in several National Assessment of Educational Progress (NAEP) conferences
Collaborated in several NCTE publications and presentations
Participated in NCCI training for teachers of disadvantaged student writers, 1980

JOHNSON, CLAUDETTE

Position: English Language Arts Specialist

Address: State Capitol
Helena, MT 59620

Telephone:
Office: 406-449-2678
Home: 406-443-3744

Technical Assistance Capabilities:
Planning holistic, analytical and primary trait assessments; training teachers in classroom use. Levels of experience: Elementary, secondary and postsecondary

Related Professional Background:
Variety of coursework and independent study
Participation in National Council of Teachers of English (NCTE) workshops

NEBRASKA

BRIDWELL, LILLIAN S.

Position: Assistant Professor
English/Curriculum and Instruction

Address: 114-A Henzlik Hall
University of Nebraska-Lincoln
Lincoln, NE 68588

Telephone: 402-472-2391

Technical Assistance Capabilities:
Planning and conducting holistic, analytical and primary trait assessments; training teachers in classroom use; writing assessment research; psychometric evaluation; analyzing specific features of writing development (e.g. process features, syntax, etc). Levels of experience: Elementary, secondary and postsecondary

Writing Assessment Experience:
Chief investigator for a study of the associations between revision strategies and writing quality of 12th grade students, Gainesville, Georgia
Chief investigator for a study of the associations among quality of writing, reading ability, and composing processes of freshman writers, University of Nebraska
Consultant for a year-long study of elementary writing ability (syntactic development, writing apprehension, analytic quality rating, instructional practices) Millard Public Schools, Omaha, Nebraska

Related Professional Background:
Doctorate in Language Education with emphasis on composition research; rhetorical theory courses, advanced statistics, practical experience

DOXTATOR, ROBERT L.

Position: Assistant Professor/English
Department of English

Address: Chadron State College
Chadron, NE 69337

Telephone: 308-432-6308

Technical Assistance Capabilities:
Planning a holistic writing assessment; developing and using objective tests; training teachers in classroom use. Levels of experience: Postsecondary and adult

Writing Assessment Experience:
Development of testing and screening for Chadron State College's Freshman Composition Program

DOXTATOR, (cont.)

Related Professional Background:
Secondary teacher training in English and Theatre Arts
Nebraska Writing Project Fellow, 1979
Coordinator/Director Nebraska Writing Project, 1979-80

HOLLOWELL, JOHN

Position: Associate Professor of English

Address: 203 Andrews Hall
University of Nebraska-Lincoln
Lincoln, NE 68588

Telephone:
Office: 402-472-6067
Home: 402-474-2037

Technical Assessment Capabilities:
Planning and conducting holistic and analytical assessments; training teachers in classroom use. Levels of experience: Secondary and postsecondary

Writing Assessment Experience:
Developed holistic writing proficiency exam for University of Arizona juniors
Consultant to Tuscon Unified School District Writing Project and Southern Arizona Writing Project

Related Professional Background:
B.A. English, Columbia College, New York, 1967
M.A.T. English Education, Johns Hopkins University, Maryland, 1971
Ph.D. English Education, University of Michigan, 1974
Consultant to Bureau of Indian Affairs
Member, Intercollegiate Interdisciplinary Writing Committee, 1980 to present
Worked with teaching assistants in freshman composition, University of Arizona

KORT, RONALD

Position: Chairman, English Department
Hastings Senior High School

Address: 2419 West 11th Street
Hastings, NE 68901

Telephone:
Office: 308-463-1387
Home: 308-463-7133

Technical Assistance Capabilities:
Planning a holistic writing assessment. Levels of experience: Secondary

KORT, (cont.)

Writing Assessment Experience:
Administrator of holistic writing assessment program for Hastings High School

Related Professional Background:
Participant in ETS holistic scoring workshop
Participant in Nebraska Writing Project, 1978
Conducted several workshops for Nebraska Writing Project

MAY, FRANKLIN E.

Position: English Teacher
Westside Community Schools

Address: 87th and Pacific
Omaha, NE 68124

Telephone: 402-391-1266 x36

Technical Assistance Capabilities:
Planning and conducting holistic and primary trait assessments; training teachers in classroom use. Levels of experience: Elementary and secondary

Writing Assessment Experience:
Director of writing Assessment Program for Westside Community Schools, two years
Developer and director of school district writing assessment program

Related Professional Background:
Participant and speaker at National Writing Project
Ph.D. in process with emphases in language, composition and discourse analysis

NEVADA

BARNES, GEORGE

Position: Evaluation Consultant
Nevada Department of Education

Address: 400 W. King
Carson City, NV 89710

Telephone:
Office: 702-885-5700 x210
Home: 702-883-9525

Technical Assistance Capabilities:
Planning writing assessments; writing assessment research; psychometric evaluation. Levels of experience: Secondary

Writing Assessment Experience:
Evaluation consultant responsible for Nevada High School Graduation Examinations in reading, mathematics and writing

Related Professional Background:
Ph.D. in Measurement and Evaluation

HOWARD, EDWARD H.

Position: Education Consultant

Address: 3335 Meridian Way
Reno, NV 89509

Telephone: 702-323-9013

Technical Assistance Capabilities:
Planning and conducting holistic, analytical and primary trait assessment; training teachers in classroom use. Levels of experience: Elementary, secondary, postsecondary and adult

Writing Assessment Experience:
Nevada State Writing Assessment (mandated competency testing)
Head reader for Nevada Scoring Sessions
Developer of Nevada Assessment, Nevada Department of Education
Trainer in holistic scoring for the State of Nevada

Related Professional Background:
Teacher of composition at high school and university levels for 30 years
Consultant to educational testing companies
Consultant for California and Nevada schools

LAIRD, CHARLTON

Position: Professor Emeritus of English
University of Nevada

Address: 777 Washington Avenue
Reno, NV 89503

Telephone: 702-786-3900

Technical Assistance Capabilities:
Planning and conducting holistic assessments. Levels of experience: Secondary, postsecondary and adult

Writing Assessment Experience:
Developed and validated tests for Nevada State Achievement Program
Prepared objective writing tests to be used in connection with textbooks

Related Professional Background:
Authored numerous writing texts including the Modern English Handbook (Prentice-Hall, Inc.)
Lectured on writing at various institutes: NDEA, University of Oregon, Portland State, City of Los Angeles

NEW HAMPSHIRE

BAKER, JOANNE

Position: Consultant-English and Reading
State Department of Education

Address: 64 North Main Street
Concord, NH 03301

Telephone: 603-271-3747

Technical Assistance Capabilities:
Planning and conducting holistic and primary trait assessments; training teachers in classroom use; psychometric evaluation

Writing Assessment Experience:
New Hampshire State Assessment, 1978 and 1980
Lebanon High School, 1979
Nashua School District, 1979
Seacoast Educational Services, 1979 and 1980
Evaluation of Atkinson Writing Project, 1980-81

Related Professional Background:
Ten years teaching experience
Seven years experience as state consultant--responsible for writing assessment and other language arts skills

KRYSIAK, BARBARA H.

Position: Principal, Grades 1-8
North Hampton Elementary School

Address: North Hampton, NH 03862

Telephone:
Office: 603-964-5501
Home: 617-272-8459

Technical Assistance Capabilities:
Planning and conducting holistic and analytical assessments; training teachers in classroom use; writing assessment research. Levels of experience: Elementary and secondary

Writing Assessment Experience:
Chaired Writing Committee for Massachusetts Basic Skills Improvement Policy
Developed assessment procedures and items for Massachusetts writing assessment
Directed assessment for Waltham Public Schools (6,500 students, grades 3-12)
Trained teachers to lead holistic scoring sessions
Was Chief Reader for Massachusetts Assessment, holistic scoring of 14,000 12th grade essays

KRYSIAK, (cont.)

Related Professional Background:
B.S. Elementary Education, Lowell University, Lowell, Massachusetts
M.Ed. Secondary English, Boston University, Boston, Massachusetts, 1963
Ph.D. candidate Leadership: Supervision and Administration, Northeastern University, Boston, Massachusetts
Received training in holistic scoring from ETS
Worked with National Evaluation Systems in Massachusetts Assessment of 12th grade writing, 1978
Addressed numerous conferences on various aspects of writing evaluation
Conducted holistic scoring workshops

NEW JERSEY

ALLOWAY, J. EVANS

Position: Director, Programs for the Assessment of Writing

Address: Educational Testing Service
Princeton, NJ 08541

Telephone: 609-734-5554

Technical Assistance Capabilities:
Planning and conducting holistic and analytical assessments; developing and using objective tests; training teachers in classroom use; writing assessment research; psychometric evaluations; dealing with the realities and responsibilities of the assessment of writing. Levels of experience: Elementary, secondary, postsecondary and adult

Writing Assessment Experience:
Standardized testing programs: Advanced Placement, "College Boards", California English Placement Test, National Assessment of Educational Progress (NAEP)
State and district assessments: Nevada; New Hampshire; Texas (pilots); New Mexico (developmental); Racine, Wisconsin; Massachusetts (training)
Program evaluation (e.g., validation of the New Jersey Writing Project)
College placement and descriptive testing: California State University and College System; New Jersey College Basic Skills Program; Mars Hill, North Carolina; Essex CC, Maryland; Gettysburg, Pennsylvania

Related Professional Background:
Secondary school English teacher (ten years)
Director of Test Development for College Board Programs
Work at ETS in the measurement of writing for 15 years, conducted numerous workshops and training sessions on writing assessment

CAMP, ROBERTA

Position: Associate Examiner
College Board Test Development

Telephone: 609-734-1489

Address: Educational Testing Service
Princeton, NJ 08541

Technical Assistance Capabilities:
Conducting holistic and primary trait assessments; developing and using objective tests; developing topics for direct writing assessment. Levels of experience: Secondary and postsecondary

Writing Assessment Experience:
Primary responsibility for Test of Standard Written English including assembly of pretests and final forms
Secondary responsibility for New Jersey College Basic Skills Placement Test including essay readings and essay pretest readings
Coordination of item writing and test assembly for pretests and final forms for Central State University
Workshops on holistic scoring--Northeastern University, Boston, Massachusetts, William Peterson College, Wayne, New Jersey
Workshops on Developing Essay Topics, Conference on College Composition and Communication (1981) and Gloucester County College, 1980

Professional Background:
Teacher of college level composition courses, 1969-77
Test Editor, ETS, 1977-78
Test Development, College Board Division, ETS, 1978-present

CHAMBERS, LILLIAN (BILLIE)

Position: Supervisor-Basic Skills
Language Arts Specialist
EIC-South

Address: 207 Delsea Drive
Route 47
Sewell, NJ 08028

Telephone: 609-228-6000

Technical Assistance Capabilities:
Planning holistic, analytical and primary trait assessments, training teachers in classroom use. Levels of experience: Elementary, secondary, postsecondary and adult

Writing Assessment Experience:
Minimum Basic Skills Test in Writing, New Jersey, (projected publication, 1982)
District, school and classroom level assessment program for Southern New Jersey, responsible for developing, implementing and revising

Related Professional Background:
Taught writing and communication skills at all grade levels, including college basic skills and adult education
Trained in assessment strategies through New Jersey State Department of Education, National Council of Teachers of English (NCTE) and New Jersey Chapter of Teachers of English (NJCTE)

EDGE, DONALD

Position: Director, Academic Foundations
Camden County College

Address: Blackwood, NJ 08012 Telephone:
Office: 609-227-7200 x409
Home: 609-795-3286

Technical Assistance Capabilities:
Planning and conducting holistic assessments; developing and using objective tests; training teachers in classroom use; writing assessment research. Levels of experience: Postsecondary

Writing Assessment Experience:
Chief Reader for ETS in various writing assessment programs
Director of statewide basic skills assessment program, responsible for assessing reading and writing skills of all students entering public colleges and universities

Related Professional Background:
Ph.D. in English
Reading consultant, College Skills Center, New York
Member, New Jersey State Basic Skills Council

EMIG, JANET

Position: Associate Dean of Developmental Education
Faculty of Arts & Sciences

Address: Rutgers-The State University Telephone: 201-932-8433
77 Hamilton Street
New Brunswick, NJ 08903

Technical Assistance Capabilities:
Planning and conducting holistic assessments, training teachers in classroom use; writing assessment research. Levels of experience: Elementary, secondary, postsecondary and adult

Writing Assessment Experience:
New Jersey Writing Project, 1977-79

Related Professional Background:
Twenty-five years teaching experience at junior high, high school and university levels
Numerous published monographs, articles and chapters on writing and the teaching of writing
Independent research in composition
Numerous speeches and papers for conferences and workshops (Conference on College Composition and Communications, National Council of Teachers of English and NEH, as well as for school districts and universities)

KAUFMAN, SUSAN

Position: Program Administrator
Programs for the Assessment of Writing

Address: Educational Testing Service
Princeton, NJ 08541

Telephone: 609-734-5552 or
609-734-5555

Technical Assistance Capabilities:
Planning and conducting holistic, focused holistic, analytical and primary trait assessments; training teachers in classroom use; writing assessment research; conducting staff development workshops in (a) improving writing of teachers and administrators, (b) implementing writing and writing assessment across the curriculum, and (c) program evaluation; assessing writing ability of job applicants in school districts. Levels of experience: Elementary, secondary, postsecondary and adult

Writing Assessment Experience:
Assessing writing ability of job applicants for a variety of Civil Service and school district positions
Assessing writing ability at the elementary level for an Iowa school district
Conducting numerous staff development workshops for secondary assessments across the country, and same for program evaluation at both secondary and college level
Work on the California State University and Colleges English Placement Test

Related Professional Background:
Doctoral degree in writing research and teaching, Rutgers University Graduate School of Education
Many years experience teaching English, and as a teacher of English teachers at graduate and undergraduate levels
Past president of Smith/Kaufman Inc., Writing Consultants

LUTZ, WILLIAM D.

Position: Chair, Department of English

Address: Rutgers University
Camden, NJ 08102

Telephone: 609-757-6121

Technical Assistance Capabilities:
Planning and conducting holistic assessments; developing and using objective tests; training teachers in classroom use; writing assessment research. Levels of experience: Secondary and postsecondary

LUTZ, (cont.)

Writing Assessment Experience:
Designed New Jersey College Basic Skills Placement Test, a multiple choice and essay test for entering freshman
Directed Placement Test Program for two years
Designed writing assessment for Rutgers University-Camden

Related Professional Background:
Graduate coursework in rhetoric and composition theory
Participated in numerous workshops
Independent study leading to publications

SWARTZ, RICHARD

Position: Assistant Director, Academic Foundations Program

Address: Camden County College
P.O. Box 200
Blackwood, NJ 08012

Telephone: 609-227-7200 x401

Technical Assistance Capabilities:
Conducting holistic assessments; developing and using objective tests.
Levels of experience: Secondary and postsecondary

Writing Assessment Experience:
Administered basic writing skills program for Camden County College
Chief reader in holistic readings of ETS' New Jersey College Basic Skills Placement Test
Writing consultant, holistic evaluation of Ready Writing Contest and evaluation of college writing program at Mansfield State College, Pennsylvania
Consultant for holistic evaluation of essays written for Florida Teacher Certification Examination
Consultant for development of writing placement system at Passaic County College, Paterson, New Jersey

Related Professional Background:
Trained at ETS as Chief Reader for holistic readings, and in writing multiple choice items for English proficiency tests
Member of Reading and Writing Advisory Committee to the New Jersey Basic Skills Council, responsible for test construction and review, selection of essay topics and analysis of test results

NEW MEXICO

BRIDGES, BILL

Position: Director
New Mexico State Writing Institute
Department of English

Address: New Mexico State University
Box 3E
Las Cruces, NM 88003

Technical Assistance Capabilities:
Planning and conducting holistic and primary trait assessments; training teachers in classroom use; writing assessment research. Levels of experience: Secondary and postsecondary

Writing Assessment Experience:
Director of New Mexico State University Basic Writing Program, responsible for evaluation efforts of teachers of remedial English

Related Professional Background:
Ph.D. New Mexico State University with emphasis on rhetoric
Various publications on different facets of writing and writing programs

GLOVER, MICHAEL

Position: Consultant
Elementary and Secondary Education Unit

Address: State Department of Education Telephone: 505-827-5311
Capitol
Santa Fe, NM 87503

Technical Assistance Capabilities:
Planning and conducting holistic and analytical assessments; training teachers in classroom use; establishing district or statewide assessment strategies. Levels of experience: Elementary and secondary

Writing Assessment Experience:
New Mexico High School Proficiency Examination--Student Writing Skills Appraisal

Related Professional Background:
Graduate work in composition, composition analysis
Four years experience in statewide evaluation programs
Primary author and developer of New Mexico state writing assessment
Several training sessions, as trainee and trainer, in holistic scoring, assessment methodology, evaluation design and classroom applications

SCHEIBER, HOWARD J.

Position: Language Arts Specialist
Elementary and Secondary Educational Unit

Address: State Department of Education
Education Building
Santa Fe, NM 87503

Telephone: 505-827-5391

Technical Assistance Capabilities:
Planning and conducting holistic, analytical, primary trait or combination assessments; training teachers in classroom use; writing assessment research; psychometric evaluation; inservice staff training in writing evaluation. Levels of experience: Elementary, secondary, postsecondary and adult

Writing Assessment Experience:
New Mexico State Writing Appraisal--all aspects: criteria, tasks, staff training, scoring guides, actual scoring, etc.
Developed items and tasks, scored tests for the New York State Department of Education Writing Assessment
Participated in other assessments in New Mexico secondary and elementary schools and New York colleges and adult education programs
Consultant for state assessments in Georgia, Maryland and Arizona

Related Professional Background:
Ph.D. in English New York University (rhetoric, applied linguistics and literature)
Assisted ETS in training holistic raters, writing assessment and competency testing
Instructor for English as a Second Language (ESL) Indochinese Refugee Program, New York City Board of Education
High school and college instructor for 18 years
Graduate work in writing pedagogy and theory

NEW YORK

CHEW, CHARLES R.

Position: Chief
Bureau of English Education

Address: Room 761 EBA
New York State Education Dept.
Albany, NY 12234

Telephone:
Office: 518-474-5608
Home: 518-399-7624

Technical Assistance Capabilities:
Planning and conducting holistic assessments; training teachers in classroom use. Levels of experience: Secondary

Writing Assessment Experience:
Directed the development, administration and evaluation of New York State Competency Test in Writing

Related Professional Background:
Bureau of English Education, New York State for seven years, responsible for developing a statewide writing assessment, directing statewide effort in writing instruction, program development, and evaluation strategies
English teacher for 17 years

GREENBERG, KAREN L.

Position: English Professor
Director, The Writing Center
English Department

Address: Hunter College
695 Park Avenue
New York, NY 10021

Telephone: 212-570-5076

Technical Assistance Capabilities:
Planning and conducting holistic assessments; training teachers in classroom use; writing assessment research; psychometric evaluation. Levels of experience: Secondary, postsecondary and adult

Writing Assessment Experience:
City University of New York Writing Skills Assessment Test
Hunter College Writing Assessment

Related Professional Background:
M.A. and Ph.D. in Applied Linguistics with a specialization in writing
Extensive training in psychometrics
Member of CUNY Task Force on Writing
Researcher for New York City Board of Higher Education on essay question wording

GROGAN, WILLIAM B.

Position: Curriculum Coordinator

Address: BOCES
Pinesbridge Road
Yorktown Heights, NY 10598

Telephone: 914-245-2700

Technical Assistance Capabilities:
Planning and conducting holistic assessments; training teachers in classroom use. Levels of experience: Secondary, postsecondary and adult

Writing Assessment Experience:
Writing assessment for six local school districts

Related Professional Background:
Trained at the Bay Area Writing Project, Berkeley
Trained at the Weehawlsen Project

KUNZ, LINDA ANN

Position: Assistant Professor of English
Hunter College, CUNY

Address: 50 W. 85th Street, Apt. 4
New York, NY 10024

Telephone: 212-873-9271

Technical Assistance Capabilities:
Conducting holistic assessments. Levels of experience: Postsecondary

Writing Assessment Experience:
Member, City University of New York Writing Assessment Task Force, 1978-80
Holistic reading trainer and conductor, Hunter College English Department, 1978-81
Table Leader, City University of New York, Audit of Writing Assessment Test, 1979

Related Professional Background:
Holistic training under professionals in the field, sponsored by City University of New York

ODELL, LEE

Position: Professor
Department of Languages, Literature & Communication

Address: Rensselaer Polytechnic Institute
Troy, NY 12181

Telephone:
Office: 518-270-6469
Home: 518-439-5395

Technical Assistance Capabilities:
Planning and conducting primary trait assessments; training teachers in classroom use, writing assessment research; analysis of demands of writing tasks. Levels of experience: Secondary and postsecondary

Writing Assessment Experience:
Assessment of Buffalo Public Schools Writing Workshop Program
Assessment of student writing in Lewistown, New York School District
Assessment of student performance and teaching practices among SUNY, Albany teaching assistants

Related Professional Background:
Authored Evaluating Writing (NCTE)
Authored article on writing evaluation in College English, 1980
Co-director of NIE-sponsored project studying the writing called for in work settings

QUICK, DORIS M.

Position: English Department Head
Burnt Hills Senior High School
Burnt Hills, NY 12027

Address: 61 A Woods Hollow
Clifton Park, NY 12065

Telephone: 518-383-1551

Technical Assistance Capabilities:
Planning and conducting holistic, analytical and primary trait assessments; training teachers in classroom use. Levels of experience: Elementary and secondary

Writing Assessment Experience:
School-wide assessment of writing, Burnt Hills Senior High School, New York
Assessment of writing improvement in seven upstate New York school districts, using Bay Area Writing Project model

Related Professional Background:
Inservice coordinator, local Bay Area Writing Project site
Candidate for Doctor of Arts Degree in the teaching and evaluation of writing
Steering Committee, New York State Department of Education Regents Competency Test Program

TROYKA, LYNN QUITMAN

Position: Professor of Writing
Queensborough Community College
of the City University of New York

Address: 166-25 Powells Cove Blvd. Telephone: 212-767-5254
Beechhurst, Queens, NY 11357

Technical Assistance Capabilities:
Planning and conducting holistic, analytical and primary trait assessments; developing and using objective tests; training teachers in classroom use; writing assessment research. Levels of experience: Secondary, postsecondary and adult

Writing Assessment Experience:
Chairman of Test Development Committee, English Composition Test of the College Level Examination Program (CLEP) new edition
Member of Test Development Committee, English Composition Test of the College Board's Admissions Testing Program
Consultant for National Assessment of Educational Progress (NAEP) third round writing assessment
Member of the Task Force on Testing of the Conference on College Composition and Communication
Supervisor of Basic Writing Program (including placement test procedures) at Queensborough Community College, CUNY
Researched and designed testing components for numerous research studies since 1970

Related Professional Background:
Ph.D. from New York University with courses in English Education, Measurement and Statistics
Consultant to ETS and the College Board for seven years

NORTH CAROLINA

BOLTON, JOHN L.

Position: Research Consultant
South Central Regional Ed Center

Address: P.O. Box 786
Carthage, NC 28327

Telephone: 919-947-5871

Technical Assistance Capabilities:
Planning writing assessments; developing and using objective tests; writing assessment research. Levels of experience: Secondary

Writing Assessment Experience:
Exploration of reliability and validity of writing assessments for Division of Research, North Carolina Department of Public Instruction

LINDEMANN, ERIKA

Position: Director of Composition
Department of English

Address: University of North Carolina-Chapel Hill
Chapel Hill, NC 27514

Telephone: 919-962-5481 x211

Technical Assistance Capabilities:
Planning and conducting holistic and analytical assessments. Levels of experience: Secondary and postsecondary

Writing Assessment Experience:
Advanced Placement Readings
Designed, conducted and reviewed pilot project of University of South Carolina Writing Proficiency Test

Related Professional Background:
Trained as an advanced placement reader
Independent study

REISING, ROBERT W.

Position: Professor of Communicative Arts
Pembroke State University

Address: Box 121
Pembroke, NC 28372

Telephone:
Office: 919-521-4214
Home: 919-738-4222

Technical Assistance Capabilities:
Planning and conducting holistic, analytical, primary trait or combination assessments; developing and using objective tests; training teachers in classroom use; writing assessment research; psychometric evaluation. Levels of experience: Elementary, secondary, postsecondary and adult

Writing Assessment Experience:
Technical advisor to North Carolina Competency Test Commission
Directed North Carolina Writing Assessment, working with high school department chairmen

Related Professional Background:
Taught university level English classes
Directed M.A. program in English Education, University of South Florida
Authored numerous articles on teaching and evaluating composition
Assisted in the writing of junior and senior high school composition textbooks
Made presentations at National Council of Teachers of English (NCTE), Conference on College Composition and Communication, Conference on English Education, and the Conference on Language Arts in the Elementary School
Conducted several workshops on developing writing skills

TRIVETT, CLARK

Position: Special Assistant for Research and Development
Department of Public Instruction

Address: Research and Development
117 W. Jones Street
Raleigh, NC 27611

Telephone: 919-733-3073

Technical Assistance Capabilities:
Planning and conducting holistic, focused holistic and analytical assessments; training teachers in classroom use; writing assessment research; psychometric evaluation. Levels of experience: Secondary

Writing Assessment Experience:
Project Director, Developmental Item Tryouts, North Carolina Writing Assessment, 1979-80
Project Director, Writing Competency Field Test, 1980-81

TRIVETT, (cont.)

Related Professional Background:
Design and analysis of statistical studies in writing assessment
Study of interrater agreement among scorers in writing assessment

STELLAR, NANCY A.

Position: Regional Coordinator
Communications Skills 9-12

Address: Southwest Regional Ed Center Telephone: 704-983-2126 x54
619 Wall Street
Albemarle, NC 28001

Technical Assistance Capabilities:
Planning and conducting holistic writing assessments; training teachers in classroom use. Levels of experience: Secondary and postsecondary

Writing Assessment Experience:
Administrative and graduate assistant for Georgia Regents Testing Program, 1971-78
Chief scorer and coordinator for Georgia Regents Testing Program

Related Professional Background:
Trained in holistic scoring

WATSON, SAM, JR.

Position: Co-Director, UNCC Writing Project
Director of Composition
Department of English

Address: University of North Carolina- Charlotte Telephone: 704-597-2296
Charlotte, NC 28223

Technical Assistance Capabilities:
Conducting holistic and primary trait assessments; training teachers in classroom use. Levels of experience: Postsecondary

Writing Assessment Experience:
Reader of draft rubric for National Association of Educational Progress (NAEP) writing assessments
Co-Director of University of North Carolina, Charlotte Writing Project, working with teachers

WATSON, (cont.)

Related Professional Background:
Ph.D., University of Iowa, 1973 with emphasis on rhetoric and composition
NEH Summer Seminar in Rhetoric, 1977
NEH year-long seminar in Rhetorical Invention, 1978-79

WEATHERS, MARY ANN

Position: English Consultant,
North Carolina Dept. of Public Instruction

Address: Education Bldg., Room 209 Telephone: 919-733-3703
Raleigh, NC 27611

Technical Assistance Capabilities:
Planning and conducting holistic, analytical and primary trait assessments; developing and using objective tests; training teachers in classroom use. Levels of experience: Secondary, postsecondary and adult

Writing Assessment Experience:
Writing sample field test for North Carolina Competency Test

Related Professional Background:
B.A., English, North Carolina State University
M.A., Literature, North Carolina State University
Teaching experience in literature and composition at secondary and postsecondary level

NORTH DAKOTA

BOVARD, RICHARD W.

Position: Assistant Dean and Associate Professor

Address: North Dakota State University
320 Minard
Fargo, ND 58105

Telephone: 701-237-7158

Technical Assistance Capabilities:
Planning and conducting holistic assessments. Levels of experience: Postsecondary

Writing Assessment Experience:
Freshman Placement Essay, North Dakota State University

Related Professional Background:
Ph.D. in English
Teacher of composition
Various composition workshops

MATCHIE, THOMAS

Position: Associate Professor

Address: English Department, Minard 320
North Dakota State University
Fargo, ND 58105

Telephone:
Office: 701-237-7143
Home: 701-232-3804

Technical Assistance Capabilities:
Conducting holistic and analytical assessments; training teachers in classroom use. Levels of experience: Secondary, postsecondary and adult

Writing Assessment Experience:
Department of English Writing Assessment at North Dakota State University

Related Professional Background:
Taught Verbal Skills workshop on campus
Involved in sentence combining workshops
Participation in Prairie Writing Project
Teacher of freshman English

NELSON, HAROLD

Position: Director, Northern Plains Writing Project
Associate Professor of English

Address: Minot State College
Box 71
Minot, ND 58701

Telephone: 701-857-3176

Technical Assistance Capabilities:
Planning and conducting holistic, analytical, primary trait and self/peer assessments; developing and using objective tests; training teachers in classroom use; writing assessment research; psychometric evaluation; developing and assessing writing programs across grades/curriculum

Writing Assessment Experience:
As Northern Plains Writing Project director has worked with teachers in establishing assessment programs and procedures and in assessing writing

Related Professional Background:
Ph.D. in creative writing and English education
Classroom writing teacher for 12 years

OHIO

MENENDEZ, DIANE S.

Position: Assistant Professor of English and
Associate Director of Freshman English
Director, Developmental Writing
Department of English

Address: University of Cincinnati
McMicken Hall 241
Cincinnati, OH 45219

Telephone: 513-475-6173

Technical Assistance Capabilities:
Planning and conducting holistic, analytical and criterion-referenced assessments; training teachers in classroom use; writing assessment research. Levels of experience: Secondary, postsecondary and adult

Writing Assessment Experience:
Developed the testing and assessment procedures for the following programs:
- Placement and Final Writing Assessments, Freshman English Program, Indiana University
- Placement and Final Writing Assessments, Groups '78, '79 and '80 Program (an equal opportunity program for urban students), Indiana University
- Placement and Final Writing Assessments, Freshman English Program and Developmental Writing Program, University of Cincinnati, 1977-80
- Writing Assessment Hughes High School, Cincinnati, Ohio

Related Professional Background:
Ph.D. in Rhetoric and Composition, Indiana University, with emphasis on theory and practice of teaching and assessing reading and writing
Independent research at Indiana University and the University of Cincinnati, specializing in tests and measurement

ZIDONIS, FRANK

Position: Professor of English Education
Ohio State University

Address: 29 W. Woodruff Avenue
Columbus, OH 43210

Telephone: 614-422-0711

Technical Assistance Capabilities:
Planning and conducting holistic and primary trait assessments; training teachers in classroom use. Levels of experience: Secondary and postsecondary

ZIDONIS, (cont.)

Writing Assessment Experience:
Twelfth grade writing assessment for the Ohio Scholarship Tests
Research projects (involving writing assessments) in grammar studies of ninth and tenth graders

Related Professional Background:
One component of Ph.D. program was in linguistics and composition
Preservice and inservice programs for English teachers

OKLAHOMA

PIXTON, WILLIAM H.

Position: Associate Professor
Director of Freshman Composition
English Department

Address: Oklahoma State University
Stillwater, OK 74078

Telephone: 405-624-7269/6142

Technical Assistance Capabilities:
Planning and conducting holistic, analytical and primary trait assessments; developing and using objective tests; training teachers in classroom use. Levels of experience: Secondary, postsecondary and adult

Writing Assessment Experience:
Judge of National Council of Teachers of English (NCTE) Achievement Awards in Writing in Alabama for three years
Oklahoma State Coordinator for NCTE Achievement Awards in Writing for three years
Coordinator of the English Composition Grading Conference held in Stillwater in April 1980

Related Professional Background:
A.B. and M.A. at George Washington University
Ph.D. at University of North Carolina (Chapel Hill)
Reviewed composition textbooks for Scott, Foresman and Company; Houghton-Mifflin, Holt, Rinehart and Winston; Winthrop Publishers; McGraw-Hill
Conducted workshops on composition course content
Director of Freshman Composition for East Carolina University and Oklahoma State University
Chaired several state and national sessions in composition for teachers of English
Authored numerous published articles on composition

WARREN, THOMAS H.

Position: Director, Technical Writing Program
Associate Professor
English Department

Address: Oklahoma State University
205 Morrill
Stillwater, OK 74078

Telephone: 405-624-6142

Technical Assistance Capabilities:
Planning and conducting holistic assessments; training teachers in classroom use. Levels of experience: Postsecondary and adult

WARREN, (cont.)

Writing Assessment Experience:
Reader for College Boards, three years
Writing assessment for student placement, University of South Dakota, Springfield

Related Professional Background:
Coursework in expository and creative writing
Primary experience in technical writing

OREGON

ALBRECHT, ROBERT C.

Position: Professor of English Telephone: 503-686-3083

Address: Office of Academic Affairs
103 Johnson Hall
University of Oregon
Eugene, OR 97403

Technical Assistance Capabilities:
Planning and conducting holistic assessments; any phase of Advanced Placement English. Levels of Experience: Secondary and postsecondary

Writing Assessment Experience:
Oregon Assessment--4th, 7th and 11th grades
Advanced Placement Program, 1965 to present

Related Professional Background:
Director of Composition at the University of Chicago
Participated in the Advanced Placement Program for the past 15 years

EVANS, DENNIS

Position: Director, English Education and Liberal Arts
Department of English

Address: Oregon State University Telephone: 503-754-4266
Corvallis, OR 97331

Technical Assistance Capabilities:
Conducting a primary trait, T-unit or other syntactic assessment; training teachers in classroom use. Levels of experience: Elementary, secondary and postsecondary

Writing Assessment Experience:
Coauthored a follow-up study of the 1978 Statewide Assessment in Oregon titled "A Syntactic Analysis of Written Composition from the 1978 Oregon Statewide Assessment"
Workshop in evaluating student writing, 1977-79

Related Professional Background:
B.A. English, Yale University
M.A. and Ph.D., University of California at Berkeley
Teaching experience in teaching writing at the secondary and postsecondary levels for past eight years
Numerous presentations on writing and composition including:
"Using Quantitative Syntactic Measures in Evaluating Written Compositions," NCTE Northwest Regional Conference, 1980
"Strategies for Involving Faculty Outside English in Teaching and Evaluating Writing," workshop, 1979

KIRRIE, MARJORIE

Position: Professor of English
Director of Composition
English Department

Address: Portland State University
Portland, OR 97201

Telephone: 503-229-3521

Technical Assistance Capabilities:
Planning and conducting holistic, analytical, primary trait and combination assessments; developing and using objective tests; training teachers in classroom use; writing assessment research; directing advanced placement programs. Levels of experience: Elementary, secondary, postsecondary and adult

Writing Assessment Experience:
Reader, table leader, chief reader for College Board English Composition Test essay, 1957 to present
Judge, National Council of Teachers of English (NCTE) English Achievement Awards, 1961-63
Reader, table leader, question leader for the Advanced Placement English Examinations in Literature and Composition, 1958 to present
Consultant, speaker and workshop leader for numerous Advanced Placement conferences

Related Professional Background:
Teacher at high school and university level, 30 years
High school language arts curriculum consultant to numerous Oregon school districts, 1959 to present
Panelist, speaker and discussion leader at numerous conferences on writing and writing assessment, 1962 to present
Reviewer of composition texts published by Random House and John Wiley and Sons, 1977 to present
Panel Chairperson of Conference on College Composition and Communications National Convention of Writing Assessment, 1980

PAULE, LYNDE

Position: Educational Consultant
Doctoral student

Address: 1231 N.W. 25th Avenue
Portland, OR 97210

Telephone: 503-227-2584

Technical Assistance Capabilities:
Conducting holistic writing assessments; training teachers in classroom use. Levels of experience: Elementary and secondary

PAUL, (cont.)

Writing Assessment Experience:
Oregon Statewide Assessment, 1978
Idaho Competency Test, 1977-78
Organized and delivered two training workshops in holistic and primary trait scoring methods for statewide assessment teachers and administrators

Related Professional Background:
Ph.D. (in progress), in Educational Policy and Management, University of Oregon, with courses in research methodology and behavioral decision-making
M.S. Special Education (Mildly Handicapped), University of Oregon, 1977
Involved in teaching, testing, research and data analysis for the mildly handicapped for six years
Prepared annotated bibliography on writing assessment instruments

SPANDEL, VICKI

Position: Freelance Writer/Editor

Address: P.O. Box 1013
Beaverton, OR 97075

Telephone: 503-292-9788

Technical Assistance Capabilities:
Planning and conducting writing assessments; item writing; training teachers in classroom use of holistic, primary trait and analytical scoring; reporting of assessment results; instruction in writing

Writing Assessment Experience:
Technical assistant to Task Force for 1978 Hawaii Statewide Assessment
Coordinator of Scoring, Idaho 1978 Statewide Assessment
Reporting Consultant, Oregon 1978 Statewide Writing Assessment
Coordinator, numerous workshops on holistic, primary trait and analytical scoring
Author, Classroom Applications of Writing Assessment: A Teacher's Handbook, NWREL, 1981
Coauthor, Direct Measures of Writing Skill: Issues and Applications, NWREL, 1980

Related Professional Background:
M.A., English, University of Minnesota
Composition Instructor, Portland Community College, Marylhurst College
Writer/Editor, Northwest Regional Educational Laboratory
Extensive experience coordinating workshops on writing and editing skills

STIGGINS, RICHARD J.

Position: Coordinator
Clearinghouse for Applied Performance Testing

Address: Northwest Regional Educational Laboratory
300 S. W. Sixth Avenue
Portland, OR 97204

Telephone: 503-248-6800 x352

Technical Assistance Capabilities:
Planning a writing assessment; selecting and using objective tests; writing assessment research; psychometric evaluations. Levels of experience: Postsecondary

Writing Assessment Experience:
Conducted small-scale writing assessments for research purposes
Conducted workshops on the scoring of writing samples

Related Professional Background:
Ph.D. Measurement and Evaluation
Coauthor Direct Measures of Writing Skill: Issues and Applications
Seminar presenter "Alternative Methods of Writing Assessment"--training seminar on "Writing Assessment for the 80s"

TEICH, NATHANIEL

Position: Associate Professor of English
Department of English

Address: University of Oregon
Eugene, OR 97403

Telephone: 503-686-3911

Technical Assistance Capabilities:
Planning and conducting holistic and analytical assessments; writing assessment research; discussing College Board writing assessment tests. Levels of experience: Secondary and postsecondary

Writing Assessment Experience:
Reader for College Board English Achievement Test essay, holistic scoring, 1977
Member of ten person panel for oversight of Scholastic Aptitude Test (items, specifications, policy), 1978 to present
Director of Composition Program, University of Oregon, 1974-77
Director of University of Oregon/Oregon Writing Project, 1978 to present

Related Professional Background:
B.S. Carnegie Institute of Technology
M.A. Columbia University
Ph.D. University of California, Riverside

PENNSYLVANIA

BROWN, BETSY E.

Position: Assistant Professor
Department of English

Address: Pennsylvania State University
University Park, PA 16802

Telephone: 814-865-0334
814-865-9682

Technical Assistance Capabilities:
Planning and conducting holistic, analytical and primary trait assessments; developing and using objective tests; training teachers in classroom use. Levels of experience: Postsecondary and adult

Writing Assessment Experience:
Planning and implementing holistic and analytic scoring of writing samples at Ohio State University and Pennsylvania State University
Placement testing and training teachers to evaluate student writing, Pennsylvania State University

Related Professional Background:
Coursework in rhetorical and composition theory
Experience in developing curriculum and testing program for basic writing course, Ohio State University

HARWOOD, JOHN

Position: Director of Composition
Department of English

Address: Pennsylvania State University
University Park, PA 16802

Telephone:
Office: 814-863-3060
Home: 814-359-3192

Technical Assistance Capabilities:
Planning and conducting holistic and analytical assessments; developing and using objective tests; training teachers in classroom use; writing assessment research. Levels of experience: Elementary, secondary and postsecondary

Writing Assessment Experience:
Writing assessment research at intermediate and secondary levels for Hampton Public Schools, Hampton, Virginia
Writing placement programs for students at Penn State and Christopher Newport College

Related Professional Background:
Ph.D. English with graduate hours in research design and statistics
Director of college writing programs for last seven years

PETROSKY, ANTHONY R.

Position: Associate Professor,
Language Communications

Address: University of Pittsburgh
4H32 Forbes Quadrangle
Pittsburgh, PA 15260

Telephone: 412-665-1426

Technical Assistance Capabilities:
Planning and conducting holistic, analytical and primary trait assessments; training teachers in classroom use; writing assessment research; psychometric evaluations. Levels of experience: Elementary, secondary and postsecondary

Writing Assessment Experience:
Project Write program evaluation for the State of Penrsylvania
Claysburg-Himmel School District program evaluation
University of Pittsburgh's assessment of freshman writing for placement purposes
Consultant, National Assessment of Educational Progress

Related Professional Background:
Trained as a graduate student in writing, testing and writing assessment at the University of Buffalo, New York
Teacher of graduate courses in writing research and assessment at the University of Pittsburgh, Pennsylvania
Contracted to develop test specifications and items for third national assessment of reading and literature

RHODE ISLAND

PETTIGREW, JOAN

Position: Director of Research
Center for Research in Writing

Address: P.O. Box 2317
Providence, RI 02906

Telephone: 401-863-2138

Technical Assistance Capabilities:
Planning and conducting holistic, analytical and pattern analysis assessments; training teachers in classroom use; writing assessment research. Levels of experience: Elementary, secondary, postsecondary and adult

Writing Assessment Experience:
Longitudinal study (grades 4, 6, 9) for Rhode Island Department of Education, 1980
Elementary school writing, NIE, 1979-80
Massachusetts State College System, 1978-80
Assessments in 11 high schools in Nebraska, Doane College and NEH, 1977-79
Designed procedures for analytic assessments, 1977-80

Related Professional Background:
Coauthored Functional Writing: Secondary School Edition (1976) and Functional Writing (College Edition), Houghton-Mifflin (1978)
Taught writing to high school, college and adult students, 1975 to present

VAN NOSTRAND, A.D.

Position: Professor of English

Address: Brown University
Box 1852
Providence, RI 02912

Telephone: 401-863-2553

Technical Assistance Capabilities:
Planning and conducting holistic, analytical and pattern analysis assessments; training teachers in classroom use; writing assessment research. Levels of experience: Elementary, secondary, postsecondary and adult

VAN NOSTRAND, (cont.)

Writing Assessment Experience:
Grades 4, 6, 9 longitudinal study, Rhode Island Department of Education, 1980
Elementary School Writing, NIE, 1979-80
Massachusetts State College System, 1978-80
Eleven high schools in Nebraska, Doane College, and NEH, 1977-79
Designed procedures for analytic assessment, 197.-80

Related Professional Background:
Authored Functional Writing, Houghton-Mifflin, 1978
Director of the Center for Research in Writing
Taught writing to college students, 1951 to present

SOUTH CAROLINA

CANDAL, PATSY TANNER

Position: Director, Coastal South Carolina Writing Project

Address: Bynum Education Center
P. O. Drawer 720
Georgetown, SC 29440

Telephone:
Office: 803-546-4457 x7072
Home: 803-546-8391

Technical Assistance Capabilities:
Planning and conducting holistic, analytical and primary trait assessments; training teachers in classroom use; writing assessment research. Levels of experience: Elementary, secondary and postsecondary

Writing Assessment Experience:
Numerous district level assessments
Coastal Carolina College teacher education screening examination
South Carolina statewide teacher education screening examination
South Carolina Statewide Basic Skills Exam/Writing, responsible for developing test and scoring procedures

Related Professional Background:
Many years experience teaching and evaluating writing
Assessment training from National Council of Teachers of English (NCTE) and ETS personnel
Graduate coursework in teaching and evaluating composition

ELAM, ANNE H.

Position: Title II Basic Skills Coordinator
Basic Skills Section

Address: Office of General Education
Rutledge Building
Columbia, SC 29210

Telephone: 803-758-2652

Technical Assistance Capabilities:
Planning and conducting holistic assessments; training teachers in classroom use. Levels of experience: Elementary and secondary

Writing Assessment Experience:
Basic Skills Assessment Program of South Carolina--the statewide assessment of the writing ability of 6th, 8th and 11th grade students through the evaluation of writing samples

ELAM, (cont.)

Related Professional Background:
Consultant for development of statewide assessment procedures for evaluating student writing
Consultant for statewide training of teachers to assess student writing by modified holistic and analytic evaluation procedures

MATALENE, CAROLYN

Position: Director, Freshman English
Department of English

Address: University of South Carolina Telephone: 803-777-2137
Columbia, SC 29208

Technical Assistance Capabilities:
Planning and conducting holistic assessments; developing and using objective tests; training teachers in classroom use. Levels of experience: Postsecondary

Writing Assessment Experience:
Coordinator of The Writing Proficiency Test, an essay administered to all entering freshman
Developer of Test of Revision and Editing Skills, a 30 item objective test used for exit exam

Related Professional Background:
Self taught, with classes in classical rhetoric and educational research
Seventeen years teaching experience, including graduate courses in theory and teaching of composition
Several journal articles
Numerous presentations and workshops on teaching and evaluating composition
Several English handbooks for students and teaching assistants

THESING, WILLIAM B.

Position: Assistant Director, Freshman English
Director, Writing Proficiency Test
Department of English

Address: University of South Carolina
Columbia, SC 29208

Telephone:
Office: 803-777-2014
Home: 803-254-3399

Technical Assistance Capabilities:
Planning and conducting holistic assessments; training teachers in classroom use; writing assessment research; computerizing data reports for Writing Proficiency Tests. Levels of experience: Postsecondary and adult

Writing Assessment Experience:
Assistant Director of Freshman English at University of South Carolina, 1978 to present
Director of Writing Proficiency Test, University of South Carolina, 1979 to present; in charge of developing writing tests, hiring and training graders, processing and storing results

Related Professional Background:
Teacher of college Freshman English for six years
Independent research and reading
Ph.D. from Indiana University, with coursework in pedagogy

WILHIDE, JAMES A.

Position: Language Arts Consultant
South Carolina State Department of Education

Address: 801 Rutledge Building
Columbia, SC 29201

Telephone: 803-758-2652

Technical Assistance Capabilities:
Planning and conducting holistic and analytical assessments; training teachers in classroom use. Levels of experience: Elementary and secondary

Writing Assessment Experience:
South Carolina Basic Skills Assessment Test in Writing

Related Professional Background:
Teacher of English, reading, speech, drama, language arts secondary and college level
Language Arts Specialist for the Curriculum Improvement Center, Shepherd College, West Virginia
University studies in English and reading

SOUTH DAKOTA

BELLMAN, STEWART

Position: Professor of English

Address: Black Hills State College
214 Lariat Drive
Spearfish, SD 57783

Telephone:
Office: 605-642-6860
Home: 605-642-3055

Technical Assistance Capabilities:
Planning and conducting holistic and analytical assessments; training teachers in classroom use. Levels of experience: Secondary and postsecondary

Writing Assessment Experience:
Black Hills State College holistic evaluation of student composition, 1980
Co-authored South Dakota Curriculum Guide in Language Arts K-12, 1978

Related Professional Background:
Professor of composition and rhetoric at the college level for 15 years
Participated in Prairie Writing Project at Moorhead, Minnesota, July 1980
Participated in Writing Workshop, 1978
Member National Council of Teachers of English, participant in Conference on College Composition and Communication

BENN, HAZEL M.

Position: Associate Professor of English
Co-Director of Dakota Writing Project

Address: Northern State College
Aberdeen, SD 57401

Telephone:
Office: 605-622-2404
Home: 605-225-6996

Technical Assistance Capabilities:
Planning and conducting holistic and analytical assessments; training teachers in classroom use. Levels of experience: Secondary and postsecondary

Writing Assessment Experience:
Co-author of freshman English composition text Reader-Writer
Reader for CLEP English essay examination in Princeton, New Jersey
Co-Director of Dakota Writing Project, which includes summer institutes and Faculty Writing workshops
Evaluator of Northern State College Graduate English Proficiency Examination for six years

BENN, (cont.)

Related Professional Background:
B.S. and M.S. in Education with concentration in English
Attendance at Faculty Writing Workshop under the auspices of Prairie Writing Project in Moorhead, Minnesota, Moorhead State University
College teacher of freshman English composition courses for 18 years
College teacher of Internship in Freshman Composition course for eight years

PROCTOR, BILL

Position: Professor of English
Director, Dakota Writing Project

Address: Northern State College
Aberdeen, SD 57401

Telephone:
Office: 605-622-2404, 2264
Home: 605-225-1220

Technical Assistance Capabilities:
Planning and conducting holistic and analytical assessments; developing and using objective tests; training teachers in classroom use. Levels of experience: Postsecondary and adult

Writing Assessment Experience:
Designed and administered a proficiency-based early release program for a small college, including establishing criteria for and evaluating students' writing
Current Director of Dakota Writing Project

Related Professional Background:
Participated in writing workshop at Prairie Writing Project at Moorhead State University, Minnesota
Participated in the Bay Area Writing Project training, University of California-Berkeley

TENNESSEE

CHRISTIANSEN, MARK A.

Position: Professor of English Education
University of Tennessee

Address: 201 Claxton
Knoxville, TN 37916

Telephone: 615-974-2433

Technical Assistance Capabilities:
Planning and conducting holistic and analytical assessments; developing and using objective tests; training teachers in classroom use. Levels of experience: Secondary and postsecondary

Writing Assessment Experience:
Reader for ETS English Composition Test

Related Professional Background:
Taught English composition, grades 8-12
Taught freshman college composition
Taught methods of teaching composition
Dissertation on teaching freshman college English

THOMPSON, C. LAMAR

Position: Professor of Education

Address: Memphis State University
Memphis, TN 38152

Telephone: 901-454-2365

Technical Assistance Capabilities:
Planning writing assessments; training teachers in classroom use; writing assessment research. Levels of experience: Elementary and secondary

Writing Assessment Experience:
Participant in university writing proficiency committee
Assisted in developing community college self-instructional package in the basic skills of writing

Related Professional Background:
Training in writing behavioral objectives for basic writing skills
Training in teaching composition skills through diagnostic/prescriptive method

TEXAS

BENNETT, SUSAN G.

Position: Assistant Professor
Department of Curriculum and Instruction

Address: University of Texas Telephone: 512-471-4381
Austin, TX 78712

Technical Assistance Capabilities:
Training teachers in classroom use. Levels of experience: Secondary and postsecondary

Writing Assessment Experience:
Coordinator for summer institute on teaching writing, Texas Hill Country Writing Project
Director, Texas Hill Country Writing Project

Related Professional Background:
Ph.D., English/Language Arts, University of California at Berkeley

FAIGLEY, LESTER

Position: Assistant Professor
Department of English

Address: University of Texas at Austin Telephone: 512-471-7471
Austin, TX 78712

Technical Assistance Capabilities:
Planning and conducting holistic and discourse structure assessments; training teachers in classroom use; writing assessment research. Levels of experience: Postsecondary

Writing Assessment Experience:
University of North Dakota, 1978
University of Texas at Austin, 1978-80
Texas Writing Assessment Project

Related Professional Background
Training in linguistics, rhetoric, statistics and research design

HARTNETT, CAROLYN G.

Position: Instructor

Address: College of the Mainland
Texas City, TX 77591

Telephone:
Office: 713-938-1211
Home: 713-948-1446

Technical Assistance Capabilities:
Planning and conducting holistic, analytical, primary trait and cohesive ties assessments; training teachers in classroom use; writing assessment research; cohesion analysis. Levels of experience: Postsecondary

Writing Assessment Experience:
Cohesion as a Teachable Measure of Writing Competence: Project funded by Strengthening Developing Institutions Program
Measuring Writing Skills, a pilot study comparing cohesion analysis with other assessments, EDRS, ED 013 371

Related Professional Background:
National Council of Teachers of English (NCTE) workshops
Independent study
Ph.D. in English Education
National Assessment of Educational Progress (NAEP) materials
Departmental grading, 12 years experience

MACKAY, CAROL HANBERY

Position: Assistant Professor
Department of English

Address: University of Texas
Austin, TX 78712

Telephone: 512-471-4991

Technical Assistance Capabilities:
Planning and conducting holistic and analytical assessments; training teachers in classroom use. Levels of experience: Secondary, postsecondary and adult

Writing Assessment Experience:
Sir Francis Drake High School Holistic Scoring, San Anselmo, California, seven years
UCLA Holistic Scoring for remedial and freshman English, two years
UCLA Chancellor's Conference on Composition, 1977-78
English Council of California two year Colleges Regional Conference, Los Angeles, 1978
Antelope Valley Community College Holistic Scoring, Lancaster, California, 1979
Texas Interscholastic League Expository Writing Conference, Austin, 1980

MACKAY, (cont.)

Related Professional Background:
B.A. English, Stanford University. 1966
M.A. English Education, Stanford University, 1967
Sir Francis Drake High School teach

MAZER, CHARLES

Position: Associate Professor of English
Director, East Texas Writing Project

Address: East Texas State University
P.O. Box 5518
Texarkana, TX 75501-0518

Telephone:
Office: 214-838-6514 x302
Home: 214-832-5777

Technical Assistance Capabilities:
Planning and conducting holistic assessments; developing and using objective tests; training teachers in classroom use; conducting training to remedy identified deficiencies. Levels of experience: Elementary, secondary, postsecondary and adult

Writing Assessment Experience:
Region VIII Task Force on Texas Assessment of Basic Skills
Junior English Usage Test (essay development for East Texas State)
District assessments and class assessments in 14 N.E. Taxas educational institutions

Related Professional Background:
Teacher of composition for 13 years
Site visit; Bay Area Writing Project, 1976-77
Spring Composition Workshop, National Council of Teachers of English Boise, Idaho, 1978
Summer Institute, Bay Area Writing Project, 1979
Composition in Elementary Grades Workshop, NCTE, 1979

SACHSE, PATRICIA P.

Position: Consultant
Division of Planning and Educational Assessment
Texas Educational Agency

Address: 201 East 11th Street
Austin, TX 78701

Telephone: 512-475-2066

Technical Assessment Capabilities:
Planning and conducting holistic and focused holistic assessments.
Levels of experience: Elementary

SACHSE, (cont.)

Writing Assistance Experience:
Texas Assessment of Basic Skills, developing direct writing samples for grades 3, 5, 9 and 10, 1980
Texas Assessment of Basic Skills, training scorers and table leaders and developing scoring guides for grades 3 and 5, 1981

WITTE, STEPHEN P.

Position: Assistant Professor of English
Department of English

Address: University of Texas at Austin
Austin, TX 78712

Telephone:
Office: 512-471-4045, 1004
Home: 512-258-4514

Technical Assistance Capabilities:
Planning and conducting holistic and analytical assessments; writing assessment research; psychometric evaluation. Levels of experience: Postsecondary

Writing Assessment Experience:
Oklahoma State University, 1976-77
University of Texas, 1978-80
FIPSE Grant on Writing Program Assessment, 1980-83

Related Professional Background:
B.A. English, Oklahoma State University, 1966
M.A. English, Oklahoma State University, 1972
Ph.D. English, Oklahoma State University, 1977
Ten years college level teaching experience in teaching composition and composition for high school teachers, expository writing, rhetoric and composition curriculum design
Worked under numerous research grants studying evaluation of composition
Numerous professional articles in print on a research model for research in composition
Numerous texts on writing

Related Professional Background (cont.)
Numerous conference presentations for AERA, Conference on College Composition and Communication, National Council of Teachers of English (NCTE) and others

McCULLEY, GEORGE A.

Position: Director, Northern Utah
Basic Skills Improvement Project

Address: UMC 28
Utah State University
Logan, UT 84322

Telephone: 801-750-1468

Technical Assistance Capabilities:
Planning and conducting holistic and primary trait assessments; training teachers in classroom use; writing assessment research; psychometric evaluation; indepth cohesion evaluation using the Halliday and Hasan Taxonomy. Levels of experience: Elementary, secondary and postsecondary

Writing Assessment Experience:
English Program Evaluation and Curriculum Development, Teton County Schools, Jackson, Wyoming, 1980
Evaluation of Freshman Composition Program, Utah State University, 1980
Cohesion Evaluation of National Assessment of Educational Progress Primary Trait (persuasive) 1979 Data--Dissertation

Related Professional Background:
Presently completing an Ed.D. in English Education, with an emphasis on writing assessment
Conducted inservice training in writing evaluation in several public school districts in Utah and Wyoming
Consulted in the establishment of schoolwide and districtwide writing assessment programs

PEDERSEN, ELRAY L.

Position: Professor of English
Department of English, 1201

Address: Weber State College
Ogden, UT 84408

Telephone:
Office: 801-626-6256
Home: 801-376-0491

Technical Assistance Capabilities:
Planning and conducting holistic, analytical, primary trait, and semantic and grammatical fluency assessments; developing and using objective tests; training teachers in classroom use; writing assessment research; computer assisted writing evaluation. Levels of experience: Secondary, postsecondary and English as a second language

Writing Assessment Experience:
Conducted writing assessment research on the effects of sentence-combining training upon student discourse

PEDERSEN, (cont.)

Related Professional Background:
Ph.D., University of Minnesota, with emphasis on rhetoric, linguistics, speech communication, English education and educational psychology

PITKIN, WILL

Address: UMC 32
Utah State University
Logan, UT 84321

Telephone:
Office: 801-750-2718
Home: 801-752-7476

Technical Assistance Capabilities:
Planning and conducting holistic, analytical, primary trait and maturity of style-syntax assessments; developing and using objective tests; training teachers in classroom use; writing assessment research; Pitkin model of the operational structure of discourse. Levels of experience: Elementary, secondary, postsecondary and adult

Writing Assessment Experience:
Developed English 100 program at Utah State University
Trained staff in holistic scoring

Related Professional Background:
Teacher of composition for 23 years
Participated in numerous Conference on College Composition and Communication workshops
Independent research in discourse structure

SMITH, WILLIAM E.

Position: Director of Composition
Department of English

Address: UMC 32
Utah State University
Logan, UT 84322

Telephone: 801-750-2733

Technical Assistance Capabilities:
Conducting holistic, analytical and primary trait assessments; training teachers in classroom use. Levels of experience: Postsecondary

Writing Assessment Experience:
Conducting assessment seminars for the College of Education at USU
Evaluating writing programs at Middle Tennessee State and the University of Nevada, Las Vegas

SMITH, (cont.)

Related Professional Background:
Preconference workshop at 1975 Annual National Council of Teachers of English (NCTE) meeting
Attended lectures in Conference on College Composition and Communication and NCTE on writing assessment

STRONG, WILLIAM

Position: Associate Professor
Secondary Education

Address: UMC 28
Utah State University
Logan, UT 84321

Telephone: 801-750-2228

Technical Assistance Capabilities:
Conducting holistic assessments; training teachers in classroom use.
Levels of experience: Secondary and postsecondary

Writing Assessment Experience:
Director of Utah Writing Project Evaluation

Related Professional Background:
Independent work in developing sentence combining exercises and teaching strategies

VIRGINIA

BOWLES, CALLIE R.

Position: Instructor
Virginia Polytechnic Institute and State University

Address: 4925 Grape Tree Lane
Roanoke, VA 24018

Telephone:
Office: 703-989-9651 or
703-961-7693
Home: 703-989-9651

Technical Assistance Capabilities:
Planning and conducting analytical and primary trait assessments; developing and using objective tests; training teachers in classroom use; writing assessment research. Levels of experience: Secondary, postsecondary and adult

Writing Assessment Experience:
Internship at community college involving assessing student writing in the learning laboratory

Related Professional Background:
Dissertation involved assessment of remedial student writing
Graduate courses in measurement and evaluation, including construction of objective and subjective tests
Constructed a comprehensive remedial English evaluation plan for community college students
Taught remedial English to adults

BROWN, JUDY

Position: Language Arts Supervisor
Newport News Public Schools

Address: 12465 Warwick Blvd.
Newport News, VA 23606-0130

Telephone: 804-599-8737

Technical Assistance Capabilities:
Planning analytical assessments; developing and using objective tests. Levels of experience: Elementary

Writing Assessment Experience:
Co-developer of writing assessment and evaluation model for Newport News Public Schools using analytic scale and computer reporting of results

Related Professional Background:
Extensive background as Language Arts supervisor
Attended various writing seminars

DEVAN, STEVE

Position: Assistant Director of Research
Newport News City Schools

Address: 12465 Warwick Blvd. Telephone: 804-599-8642
Newport News, VA 23185

Technical Assistance Capabilities:
Planning analytical assessments; developing and using objective tests.
Levels of experience: Elementary

Writing Assessment Experience:
Co-developer of writing assessment and evaluation model for Newport News Public Schools using analytic scales and computer reporting of results

Related Professional Background:
Graduate Research Assistant, Adjunct faculty, College of William and Mary, advanced statistics
Attendance in various writing seminars

GALLEHR, DONALD R.

Position: Director
Northern Virginia Writing Project

Address: George Mason University Telephone: 703-323-2217
Fairfax, VA 22030

Technical Assistance Capabilities:
Planning and conducting holistic, analytical and primary trait; training teachers in classroom use. Levels of experience: Postsecondary and adult

Writing Assessment Experience:
Assessed the writing abilities of college freshman and advanced students of writing

Related Professional Background:
No formal training, but has participated in programs with a number of the experts in writing assessment

VERMONT

BISSEX, GLENDA L.

Position: Research Assistant Professor
Vermont Writing Program
English Department-Old Mill

Address: University of Vermont
Burlington, VT 05405

Telephone:
Office: 802-656-3056
Home: 802-454-7781

Technical Assistance Capabilities:
Planning and conducting developmental writing assessments; training teachers in classroom use; writing assessment research. Levels of experience: Elementary, secondary and postsecondary

Writing Assessment Experience:
Researcher, Vermont Writing Program, K-12 writing assessment

Related Professional Background:
Participant in FIPSE program to improve writing across the curriculum at Johnson State College
Author of GNYS AT WRK: A Child Learns to Write and Read (Harvard University Press, 1980)
Writer of composition courses
Research with Vermont Writing Program staff
Coursework in psychological assessment

LeFEVRE, KAREN BURKE

Position: Instructor of English
Department of English

Address: University of Vermont
315 Old Mill
Burlington, VT 05401

Telephone: 802-656-3056

Technical Assistance Capabilities:
Planning and conducting holistic and primary trait assessments. Levels of experience: Postsecondary

LeFEVRE, (cont.)

Related Professional Background:

Independent study of writing assessment

Teaching experience at high school, junior college and university levels, nine years

Attendance at Conference on College Composition and Communication workshops

Attendance at various lectures and seminars including topics such as primary trait scoring and protocol analysis

Authored To Make Good Reading: Ways to Teach Writing in All Disciplines, (University of Vermont, in press)

WASHINGTON

BLONDINO, CHARLES

Position: Director, Curriculum and Instruction

Address: Educ. Service District #121 Telephone: 206-833-4224
1410 S. 200th
Seattle, WA 98148

Technical Assistance Capabilities:
Planning and conducting holistic and analytical assessments; developing and using objective tests; training teachers in classroom use. Levels of experience: Elementary, secondary and postsecondary

Writing Assessment Experience:
Kent School District Writing Assessment, 1967, teacher and department chairperson assisting in development of writing assessment program
Pasco and Bellevue school districts assessments, 1978-79, teacher trainer and project consultant for district-wide writing assessment
Fife and Federal Way school districts assessments, in progress, teacher trainer and project consultant

Related Professional Background:
State Supervisor of Language Arts and manager of the Student Learning Objectives Law for seven years
Teacher of college writing assessment courses, including rating scale development

GERE, ANNE RUGGLES

Position: Associate Professor
Director, Puget Sound Writing Program
English Department GN-30

Address: University of Washington Telephone: 206-543-2690
Seattle, WA 98195

Technical Assistance Capabilities:
Planning and conducting holistic, analytical and primary trait assessments; training teachers in classroom use; writing assessment research; psychometric evaluation; measuring attitudes toward writing and relating assessment to instructional program. Levels of experience: Elementary, secondary, postsecondary and adult

Writing Assessment Experience:
Developed writing competency measure (including primary trait and analytic scale) for high school students in Kent school district
Developed instrument to measure attitudes toward writing (for both teachers and students)

GERE, (cont.)

Related Professional Background:
Ph.D. in rhetorical theory and significant amount of publishing in this area
Continuing work with teachers and administrators involved in the Puget Sound Writing Project

SMITH, EUGENE

Position: Associate Professor of English
Department of English GN-30

Address: University of Washington
Seattle, WA 98195

Telephone: 206-543-7993
206-543-2690

Technical Assistance Capabilities:
Planning and conducting holistic, analytical and primary trait assessments. Levels of experience: Secondary and postsecondary

Writing Assessment Experience:
Pilot tests of a proposed College of Arts and Sciences (University of Washington) writing proficiency test program

Related Professional Background:
Reading in the field and on-the-job training at the University of Washington

WEST VIRGINIA

BRINZER, RAYMOND J.

Position: Coordinator, English-Language Arts
West Virginia Department of Education

Address: Capitol Complex, Building 6 Telephone: 304-348-7818
Charleston, WV 25305

Technical Assistance Capabilities:
Planning and conducting holistic and analytical assessments; developing and using objective tests; writing assessment research; psychometric evaluations. Levels of experience: Elementary, secondary and postsecondary

Writing Assessment Experience:
University paper/project evaluator (reading/measurement and evaluation)
Century III contest (statewide) reader/evaluator
Reader and consultant for federal proposals (Title IV, et al.) at the state level
National Council of Teachers of English Writing Achievement Awards evaluator

Related Professional Background:
Teaching and writing evaluation experience, grades four-university level
Instructor and team leader for university measurement and evaluation section
Formal educational psychology preparation in statistics, cognitive development, and group and individual differences
Area head and team chairman for North Central Association (accreditation agency) providing a program or schoolwide view of writing programs/evaluation

ECKERT, FRANCES

Position: Chairman of English Department
Lincoln High School

Address: Route 1, Box 300 Telephone: 304-592-2248
Shinnston, WV 26431

Technical Assistance Capabilities:
Conducting holistic, analytical and primary trait assessments; developing and using objective tests; training teachers in classroom use; writing assessment research. Levels of experience: Secondary and postsecondary

Writing Assessment Experience:
National Council of Teachers of English state coordinator and judge for writing contest

ECKERT, cont.

Related Professional Background:
Teaching background in creative and expository writing

HINES, MARY LEE

Position: English teacher
Lincoln High School

Address: Route 1, Box 300
Shinnston, WV 26431

Telephone: 304-592-2248

Technical Assistance Capabilities:
Conducting holistic, analytical and primary trait assessments; developing and using objective tests; writing assessment research; psychometric evaluation. Levels of experience: Elementary and secondary

Writing Assessment Experience:
Judge for National Council of Teachers of English writing contest

Related Professional Background:
Teaching experience grades seven through 11
Coursework at West Virginia University in creative, expository, descriptive and research writing

MARCHIO, TONY J.

Position: English Teacher
Washington Irving High School

Address: Clarksburg, WV 26301

Telephone:
Office: 304-624-6921
Home: 304-622-6504

Technical Assistance Capabilities:
Planning writing assessments. Levels of experience: Secondary

Related Professional Background:
Ten years of teaching experience
Participated in many writing workshops
State coordinator of National Council of Teachers of English Writing Achievement Awards

PRITT, CHARLOTTE

Position: Director
West Virginia Writing Project

Address: West Virginia College of Graduate Studies
Institute, WV 25112

Telephone: 304-768-9711

Technical Assistance Capabilities:
Conducting holistic writing assessments; training teachers in classroom use; writing assessment research. Levels of experience: Secondary and postsecondary

Writing Assessment Experience:
Teacher, evaluating secondary students and college freshman writing

Related Professional Background:
Participant in Bay Area Writing Project summer institute, trained in holistic evaluation

YON, MARIA

Position: Teacher, Institute Elementary School

Address: 201 Summers Street
Beckley, WV 25801

Telephone: 304-255-4908

Technical Assistance Capabilities:
Developing and using objective tests; training teachers in classroom use. Levels of experience: Elementary

Related Professional Background:
Attended West Virginia Writing Project, 1980
Provided inservice training to county teachers

WISCONSIN

FREDRICK, VICKI

Position: Assessment Specialist
Wisconsin Department of Public Instruction

Address: 125 S. Webster Street
Room B-55
Madison, WI 53702

Telephone: 608-267-7268

Technical Assistance Capabilities:
Planning and conducting holistic and primary trait assessments; developing and using objective tests; writing assessment research.
Levels of experience: Elementary and secondary

Writing Assessment Experience:
Wisconsin Pupil Assessment Program (statewide writing assessment)

Related Professional Background:
Courses in test construction, statistics and review of existing tests, University of Wisconsin, Madison
Inservice holistic writing assessment, University of Wisconsin, Green Bay
Inservice primary trait assessment, Westinghouse DataScore Systems

HOGAN, THOMAS P.

Position: Director, Educational Testing Center
Office of Educational Research and Development

Address: University of Wisconsin-
Green Bay
Green Bay, WI 54302

Telephone: 414-465-2338

Technical Assistance Capabilities:
Planning and conducting holistic, analytical and syntactic maturity assessments; recognizing attitudes toward writing assessments; developing and using objective tests; training teachers for classroom use; writing assessment research; psychometric evaluation. Levels of experience: Elementary, secondary, postsecondary and adult

Writing Assessment Experience:
Several nationwide studies related to writing
Statewide assessment of writing in Wisconsin
Numerous local school system assessments
Writing assessments for college placement

Related Professional Background:
Ph.D. in Psychometrics
Extensive experience in test development, school district evaluation
Basic research in writing assessment

WYOMING

EGGERS, TILLY

Position: Instructor
English Department

Address: Hoyt Hall
University of Wyoming
Laramie, WY 82071

Telephone: 307-766-5140
307-745-9677

Technical Assistance Capabilities:
Planning and conducting holistic, analytical and primary trait assessments; training teachers in classroom use; writing assessment research. Levels of experience: Elementary, secondary, postsecondary and adult

Writing Assessment Experience:
Freshman Writing Program, University of Southern California

Related Professional Background:
Teacher for 15 years at secondary and college level
Director of Writing Center, University of Wyoming for three years
M.A. English, University of Wyoming
M.A.T. English, Emory University
Ph.D. Candidate, English and Rhetoric, University of Southern California

HOLT, SUE

Position: Language Arts Consultant
State Department of Education

Address: Hathaway Building
Cheyenne, WY 82002

Telephone:
Office: 307-777-6238
Home: 307-634-6359

Technical Assistance Capabilities:
Planning and conducting holistic assessments; training teachers in classroom use. Levels of experience: Elementary and secondary

Writing Assessment Experience:
Designed and implemented Wyoming Writing Project, Statewide Writing Day; and presently conducting follow-up workshops in writing assessment

Related Professional Background:
University of Wyoming graduate coursework in teaching composition
Participated in several workshops on holistic scoring
Individual study, including methods of teaching and evaluating writing

INKSTER, CHRISTINE D.

Position: Writing Lab Teacher
Laramie Junior High School

Address: 1931 Rainbow
Laramie, WY 82070

Telephone:
Office: 307-745-7348
Home: 307-745-3482

Technical Assistance Capabilities:
Planning and conducting holistic and primary trait assessments; training teachers in classroom use. Levels of experience: Elementary and secondary

Writing Assessment Experience:
Co-Chairman for 9th grade assessment for Albany County Writing Day
Co-Chairman for 9th grade statewide writing assessment, Wyoming Writing Project, July 1980

Related Professional Background:
Wyoming Conference for freshman and sophomore English, University of Wyoming
Assessment and scoring workshops, Longmont, Colorado
Independent study and interaction with others in the field

MAXFIELD, KAREN

Position: English Teacher
Laramie Senior High School

Address: 1275 N. 11th
Laramie, WY 82070

Telephone:
Office: 307-745-7391
Home: 307-745-3752

Technical Assistance Capabilities:
Planning and conducting holistic assessments; training teachers in classroom use. Levels of experience: Secondary

Writing Assessment Experience:
Sophomore writing assessment at Laramie Senior High School
Albany County Writing Project, grades 9 and 11
Wyoming Writing Project for state assessment

Related Professional Background:
Graduate work at the University of Wyoming
National Council of Teachers of English workshops
Conducting writing workshops

WARNOCK, JOHN

Position: Associate Professor of English
Director, Wyoming Writing Project
English Department

Address: University of Wyoming
Laramie, WY 82071

Telephone: 307-766-2355

Technical Assistance Capabilities:
Planning and conducting holistic assessments; training teachers in classroom use; writing assessment research. Levels of experience: Elementary, secondary, postsecondary and adult

Writing Assessment Experience:
Wyoming Writing Project, responsible for holistic scoring of essays and training elementary and secondary teachers, 1979-80
ETS English Composition Test, responsible for holistic evaluation of essays by college applicants, 1979-80
University of Wyoming, responsible for holistic scoring of freshman essays and conducting writing assessment workshops, 1976-79

ADDITIONAL READINGS

This bibliography* includes a number of references which may be of additional assistance in understanding procedures for developing and using direct assessment to evaluate writing proficiency.

Breland, Hunter M. and Judith L. Gaynor. A comparison of direct and indirect assessments of writing skills. Journal of Educational Measurement, Summer 1979, 16 (2).

Brown, Rexford. What we know now and how we could know more about writing ability in America. Paper presented at the NIE Conference on Writing, June 1977.

Cooper, Charles R. and Lee Odell. Evaluating writing: Describing, measuring, judging. Urbana, IL: National Council of Teachers of English, 1977.

Fowles, M. E. Manual for scoring the writing sample. Analytical scoring, holistic scoring. Princeton, NJ: Educational Testing Service, 1978.

Klaus, C. H., et al. Composing childhood experience: An approach to writing and learning in the elementary grades. St. Louis, MO: CEMREL, Inc., 1979.

Mullis, Ina. The primary trait system for scoring writing tasks. Denver, CO: National Assessment of Educational Progress, 1974.

National Assessment of Educational Progress. Write/rewrite: An assessment of revision skills. Denver, CO: NAEP, 1977.

Spandel, Vicki. Classroom applications of writing assessment: A teacher's handbook. Portland, OR: Northwest Regional Educational Laboratory, 1981.

Spandel, Vicki and Stiggins, Richard J. Direct measures of writing skill: Issues and applications. Portland, OR: Northwest Regional Educational Laboratory, 1980.

*Annotations for these and additional references are available in the Annotated Bibliography on Applied Performance Testing in Writing. Portland, OR: Clearinghouse for Applied Performance Testing, Northwest Regional Educational Laboratory, 1980.